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ABSTRACT

The 1999 Florida Legislature revised the laws pertaining to the assessment of students in Department of Juvenile Justice (DJJ) facilities. Revisions identified specific requirements for measuring student academic progress in the basic skill areas of reading, writing, and mathematics. Following the passage of this legislation, the Department of Education (DOE) surveyed all DJJ educational programs to identify tests that were currently in use as students entered and exited these programs. These tests were then reviewed to determine the feasibility of entering test results into the Automated Student Data System, which is part of the Florida Automated System for Transferring Educational Records (FASTER). Thirty-two (32) tests met the criteria and comprise the current list of tests appropriate for entry and exit assessment in DJJ educational programs. This guide is designed to assist school districts and providers of DJJ educational programs in selecting age-appropriate assessment instruments for students who are entering and exiting DJJ programs. Test information provided in this guide has been developed through a review of the instrument, communication with test publishers, and occasionally, contact with test developers and test users. (GCP)

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A Guide to Test Instruments for Entry and Exit Assessment

in Florida Department of Juvenile Justice Educational Programs

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Bureau of Instructional Support and Community Services

2002

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Florida Department of Education
Division of Public Schools and Community Education
Bureau of Instructional Support and Community Services

2002

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Introduction

The 1999 Florida Legislature revised the laws pertaining to the assessment of students in Department of Juvenile Justice (DJJ) facilities. Revisions to section 228.081(2)(e), Florida Statutes, identified specific requirements for measuring student academic progress in the basic skill areas of reading, writing, and mathematics. Following the passage of this legislation, the Department of Education (DOE) surveyed all DJJ educational programs to identify tests that were currently in use as students entered and exited these programs. These tests were then reviewed to determine the feasibility of entering test results into the Automated Student Data System which is part of the Florida Automated System for Transferring Educational Records (FASTER). In order for a test to be entered into the database, it was necessary that it meet the following criteria:

- appropriate for measuring reading, math, and/or writing skills
- standardized procedures and norm-referenced
- administration and scoring information available through the test publisher, the DJJ educational program, or other reliable sources

Thirty-two (32) tests met these criteria and comprise the current list of tests appropriate for entry and exit assessment in DJJ educational programs. On June 11, 2001, a memorandum was sent to dropout prevention coordinators and district MIS directors from the Bureau of Instructional Support and Community Services (BISCS), Division of Public Schools. This memorandum provided the reporting format for the Automated Student Data System along with the list of acceptable tests and subtests (see appendix A).

On February 18, 2002, a technical assistance paper (TAP), *Recommended Practices and Requirements for Entry and Exit Assessments in Juvenile Justice Facilities,* was prepared and disseminated to district dropout prevention coordinators and directors of student services. This TAP is available on the BISCS website at http://myfloridaeducation.com/commhome/pub-home.htm (see appendix B).

This guide has been prepared by the Student Support Services Project staff and the BISCS as a follow-up to earlier communications. It is designed to assist school districts and providers of DJJ educational programs in selecting age-appropriate assessment instruments for students who are entering and exiting DJJ programs. In the 2003 quality assurance reviews, Juvenile Justice Educational Enhancement Program reviewers will find programs out of compliance if they do not use age-appropriate assessment instruments. Readers are cautioned to pay careful attention to the age and grade ranges that are listed for each test. Assessing students outside these ranges will provide invalid scores which will be flagged by the Automated Student Data System and returned to the sending district. Test information provided in this guide has been developed through a review of the instrument, communication with test publishers, and occasionally, contact with test developers and test users. The elements included in this guide are not intended to be comprehensive, and individuals are encouraged to contact test publishers directly for greater detail before making a decision regarding test selection. Since test development is an ongoing process, this guide only represents information that is current at the time it was disseminated to school districts and DJJ programs (i.e., June, 2002).

The 2002 Legislature revised the requirements for school district pupil progression plans, now called student progression plans. Each student must participate in the state assessment system. Any student

who has been identified at any grade level as having a deficiency in reading must have an academic improvement plan that identifies

- the student's specific areas of deficiency in
  - phonemic awareness
  - phonics
  - fluency
  - comprehension
  - vocabulary
- the desired levels of performance in these areas
- the instructional and support services to be provided to meet the desired levels of performance

Schools must also provide frequent monitoring of the student's progress. Staff may use the assessment instruments in this guide to identify specific areas of deficiency in reading to assist in the development of academic improvement plans.

For further information on entry and exit assessment instruments contained in this guide, contact the Student Support Services Project at 850/922-3727 or through the following web site: http://sss.usf.edu.

Test Rubric

Test Name or Acronym	Skill Areas Tested			Age Ranges /Grade	Administration Time (in minutes)	Page
	Reading	Writing	Math			
ABLE	✓		✓	adults < 12 yrs. school	varies	5
BASIS	✓	✓	✓	ages 6-18	less than one hour	6
Bateria Woodcock	✓	✓	✓	ages 2 - adult	5 minutes per subtest	7
CIBS-R	✓	✓	✓	ages 5 - 13	varies	8
CTBS/4	✓	✓	✓	grades 1 - 12	45 min. - 1 hr. per content area	9
CBM	✓	✓	✓	grades 1 - 6	10 - 15 minutes	10
DAB-3	✓	✓	✓	ages 6 - 15	45 minutes	11
DATA-2	✓	✓	✓	grades 7 - 12	30 - 45 minutes	12
Gates-MacGinitie	✓			grades 1 - 12	1 hour	13
GORT-4	✓			grades 1 - college	20 - 30 minutes	14
HAMAT	✓	✓	✓	ages 7 - 18	30 - 60 minutes	15
KTEA	✓		✓	grades 1 - 12	30 - 75 minutes	16
KeyMath			✓	ages 5 - adult	35 - 50 minutes	17
Mather-Woodcock		✓		grades 2 - college	less than 60 minutes	18
MAT	✓		✓	grades k - 12	rdg. 30 - 90 min./math 65 - 80 min.	19
MBA	✓	✓	✓	ages 4 - adult	20 - 30 minutes	20
New Century	✓		✓	grades k - 12	varies	21
OWLS		✓		ages 5 - adult	15 - 25 minutes	22
PIAT-R	✓	✓	✓	ages 5 - adult	60 minutes	23
SRI	✓			grades 1 - 12	20 minutes	24
SORT-R	✓			grades preK - adult	5 minutes	25
STAR	✓		✓	grades 1 - 12	rdg. 10 min.; math 15 min.	26
TABE	✓	✓	✓	ages 16 - adult	108 - 128 minutes	27
TEMA-2			✓	ages 3 - 9	1 - 1.5 hours	28
TORC-3	✓			ages 7 - 18	10 - 20 minutes per subtest	29
TOWE		✓		ages 6.5 - 15	30 minutes	30
TOWL-3		✓		ages 7.5 - 17	1.5 hours	31
WIAT-II	✓	✓	✓	ages 4 - adult	30 - 75 minutes	32
WRAT-3	✓		✓	ages 5 - adult	15 - 30 minutes	33
Woodcock Diag.	✓			grades K - college	50 - 60 minutes	34
WJ-III	✓	✓	✓	grades K - college	55 - 65 minutes	35
WRMT-R	✓			grades K - 12	10 - 30 minutes	36

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Test Information

***Name of Test (Acronym)*:**	**Adult Basic Learning Examination (ABLE)**
Publisher:	Psychological Corporation
Publication Date:	1969, 1971
Contact Information:	1-800-872-1726 http://www.PsychCorp.com

Information about the Test	
Reading:	The Reading Comprehension Subtest is a 40-multiple-choice questionnaire. Questions were designed to test the examinee's ability not only to comprehend what is explicit in the materials but also to make inferences and to draw conclusions from what is given. The Vocabulary Subtest is designed to assess the knowledge and understanding of words that are frequently encountered by adults in their work or other daily activities.
Writing:	N/A
Math:	Two subtests, Number Operations and Problem Solving, yield a total mathematics score.
Key Features of Test	
Age/Grade Ranges:	Adults with less than 12 years of school
Administration Time:	Varies
Score Type for Data Entry:	Percentile Rank
Appropriate Uses of Test:	Designed to measure the level of educational achievement among adults, the examination consists of items with adult content.
Examiner Qualifications:	Bachelor's degree, teacher training, and relevant experience

Name of Test (Acronym):	**Basic Academic Skills Individual Screener (BASIS)**
Publisher:	Psychological Corporation
Publication Date:	1983
Contact Information:	1-800-872-1726 http://www.PsychCorp.com

Information about the Test	
Reading:	The Reading Test assesses comprehension of graded passages. The student reads the passages aloud and supplies the missing words.
Writing:	The Writing Exercise is an optional ten-minute descriptive writing exercise.
Math:	The Mathematics Test consists of a readiness subtest and clusters of computation items and word problems with varying levels of difficulty.
Key Features of Test	
Age/Grade Ranges:	Grades 1 - post high school (ages 6 - 18)
Administration Time:	Less than one hour
Score Type for Data Entry:	Standard Score
Appropriate Uses of Test:	This test is designed to screen basic skills quickly in reading, writing, and math. It also provides criterion-referenced information by assessing a student's performance on clusters of test items with each cluster reflecting the curriculum of a specific grade. Performance on these grade-referenced clusters results in grade-referenced placement scores that describe achievement levels in the basic skills and suggest classroom and textbook placement.
Examiner Qualifications:	Bachelor's degree, teacher training, and relevant experience

Name of Test:	**Bateriá Woodcock-Muñoz-Revisada**
Publisher:	Riverside Publishing
Publication Date:	1996
Contact Information:	1-800-323-9540 http://www.riversidepublishing.com

Information about the Test	
Reading:	The Broad Reading Cluster includes tests of letter/word identification, passage comprehension, word attack, and reading vocabulary.
Writing:	The Written Language Cluster includes dictation, writing samples, proofing, writing fluency, and writing mechanics.
Math:	The Broad Math Cluster includes calculation, applied problems, and quantitative concepts.
Key Features of Test	
Age/Grade Ranges:	Ages 2 - adult
Administration Time:	5 minutes per subtest (approximately 45 minutes for all 3 broad measures)
Score Type for Data Entry:	Standard Score
Appropriate Uses of Test:	This is a parallel version of the *Woodcock-Johnson, Revised* used to assess achievement levels of Spanish speaking students. The standard battery tests yield the broad scores, and supplemental tests are added to achieve a more comprehensive measure. It is individually administered.
Examiner Qualifications:	Master's degree in psychology or education or equivalent in related field with relevant training in assessment

***Name of Test (Acronym)*:**	**Brigance: Comprehensive Inventory of Basic Skills-Revised (CIBS-R)**
Publisher:	Curriculum Associates
Publication Date:	1999
Contact Information:	1-800-225-0248 http://www.curriculumassociates.com

Information about the Test	
Reading:	The Reading Comprehension Composite includes an assessment of reading vocabulary and comprehending passages at appropriate grade levels. The Basic Reading Composite includes measures of word recognition skills and word analysis skills.
Writing:	The Written Expression Composite measures skills through spelling and sentence writing tasks.
Math:	The Math Composite skills are a combination of computational and problem-solving skills.
Key Features of Test	
Age/Grade Ranges:	Grades prek - 6, Ages 5 - 13
Administration Time:	Varies
Score Type for Data Entry:	Percentile Rank
Appropriate Uses of Test:	This test is designed to show how students are progressing and identifies their strengths and weaknesses across skill areas.
Examiner Qualifications:	Bachelor's degree, teacher training, and relevant experience

Name of Test (Acronym):	**Comprehensive Test of Basic Skills, 4th Edition (CTBS-4) and the following revisions: California Achievement Test (CTBS-5th Edition), Terra Nova (CAT-5), Terra Nova-II (CAT-6)**
Publisher:	CTB/McGraw Hill
Publication Date:	1989 - 2000
Contact Information:	1-800-538-9547 http://www.ctb.com

Information about the Test	
Reading:	Early editions include measures of vocabulary and comprehension; later editions provide an integrated assessment of the process of reading.
Writing:	The test includes measures of language mechanics and language expression.
Math:	The mathematics test measures skills and knowledge in computation, concepts, and application.
Key Features of Test	
Age/Grade Ranges:	Grades 1 – 12 (with post high school norms also available)
Administration Time:	Survey Level: 45 minutes per content area Comprehensive Level: 1 hour per content area
Score Type for Data Entry:	Standard Score
Appropriate Uses of Test:	The more recent editions are based on national and state standards for reading, writing, and mathematics; individually or group administered; hand scored with machine scoring available in some districts.
Examiner Qualifications:	Bachelor's degree, teacher training, and relevant experience

Name of Test (Acronym):	**Curriculum-Based Measurement Pilot (CBM)**
Publisher:	Florida Department of Education
Publication Date:	2001
Contact Information:	850-488-1879 http://sss.usf.edu/cbm

Information about the Test	
Reading:	Reading Fluency is obtained by requiring students to read for one minute from 1 to 3 selections in grade-level text. Reading accuracy and speed scores are obtained to provide a fluency score.
Writing:	Total Words Written is obtained by having students write a story for three minutes from a story starter provided by the examiner. Mechanics of Writing score is obtained by scoring the writing sample on critical elements of writing.
Math:	Math Fluency scores are obtained by having students compute addition, subtraction, multiplication, and division problems during a two-minute testing period.
Key Features of Test	
Age/Grade Ranges:	Grades 1 - 6
Administration Time:	10 - 15 minutes
Score Type for Data Entry:	Raw Score
Appropriate Uses of Test:	CBM is appropriate for determining fluency in basic skills and determining instructional placement of students who are working below grade level. It may also be used for progress monitoring of acquisition of skills during interventions.
Examiner Qualifications:	Bachelor's degree, teacher training, and relevant experience

Name of Test (Acronym):	**Diagnostic Achievement Battery, 3rd Edition (DAB-3)**
Publisher:	PRO-ED
Publication Date:	2001
Contact Information:	1-800-897-3202 http://www.proedinc.com

Information about the Test	
Reading:	Reading measures include story comprehension, characteristics, synonyms, grammatical completion, alphabet/word knowledge, and reading comprehension.
Writing:	Written Language measures include capitalization, punctuation, spelling, contextual language, and story construction.
Math:	Mathematics measures include math reasoning and math calculation.
Key Features of Test	
Age/Grade Ranges:	Ages 6 - 15
Administration Time:	45 minutes
Score Type for Data Entry:	The test measures common constructs of achievement in a fairly standard format. It provides quick and easy individual assessment of school achievement based on 14 short subtests. However, it is not considered to be a strong diagnostic measure but is appropriate for determining a student's standing relative to peers.
Appropriate Uses of Test:	Standard Score
Examiner Qualifications:	Bachelor's degree, teacher training, and relevant experience

Name of Test (Acronym):	**Diagnostic Achievement Test for Adolescents, 2nd Edition (DATA-2)**
Publisher:	PRO-ED
Publication Date:	1993
Contact Information:	1-800-897-3202 http://www.proedinc.com

Information about the Test	
Reading:	The Reading subtests include word identification and reading comprehension.
Writing:	The Written Language subtests include spelling and written composition.
Math:	The Mathematics subtests include calculation and problem solving.
Key Features of Test	
Age/Grade Ranges:	Grades 7 - 12
Administration Time:	30 – 45 minutes
Score Type for Data Entry:	Standard Score
Appropriate Uses of Test:	This test is designed to measure retention of content materials usually presented in secondary schools. Test items were selected from searches of textbooks used in grades 7 – 12.
Examiner Qualifications:	Bachelor's degree, teacher training, and relevant experience

Name of Test:	**Gates-MacGinitie Reading Test, 4th Edition**
Publisher:	Riverside Publishing
Publication Date:	2000
Contact Information:	1-800-323-9540 http://www.riversidepublishing.com

Information about the Test	
Reading:	Reading Total Score represents performance on reading vocabulary and ability to read and understand whole sentences and paragraphs.
Writing:	N/A
Math:	N/A
Key Features of Test	
Age/Grade Ranges:	Grades 1 - 12
Administration Time:	One hour
Score Type for Data Entry:	Normal Curve Equivalent
Appropriate Uses of Test:	Results answer questions about reading skills of students, if they are progressing at the rate one would expect, if they need special help with comprehension or developing a larger vocabulary, what reading materials are needed, and if new materials or procedures are making differences in student progress.
Examiner Qualifications:	Bachelor's degree, teacher, training, and relevant experience

Name of Test (Acronym):	**Gray Oral Reading Test, 4th Edition (GORT-4)**
Publisher:	PRO-ED
Publication Date:	2001
Contact Information:	1-800-897-3202 http://www.proedinc.com

Information about the Test	
Reading:	The Oral Reading Quotient is obtained to represent a student's reading fluency (reading accuracy and speed) and comprehension skills based on correct responses made to comprehension questions.
Writing:	N/A
Math:	N/A
Key Features of Test	
Age/Grade Ranges:	Grades 1 - college
Administration Time:	20 - 30 minutes
Score Type for Data Entry:	Standard Score
Appropriate Uses of Test:	This test provides a measure of growth in oral reading and can be an aid in the diagnosis of oral reading difficulties.
Examiner Qualifications:	Bachelor's degree, teacher training, and relevant experience

Name of Test (Acronym):	**Hammill Multiability Achievement Test (HAMAT)**
Publisher:	PRO-ED
Publication Date:	1998
Contact Information:	1-800-897-3202 http://www.proedinc.com

Information about the Test	
Reading:	The Reading subtest consists of a series of paragraphs based on the Cloze procedure. The student must select one word from a group of words to best complete the sentence.
Writing:	The Writing subtest requires the student to write sentences from dictation, stressing correctness. Writing skills measured are spelling, punctuation, and capitalization.
Math:	The Mathematics subtest measures the student's mastery of number facts and ability to complete mathematical calculations.
Key Features of Test	
Age/Grade Ranges:	Ages 7 - 18
Administration Time:	30 - 60 minutes
Score Type for Data Entry:	Standard Score
Appropriate Uses of Test:	This test is designed to be used by diagnosticians and provides a broad assessment of overall achievement in skills critical to grade-level progress.
Examiner Qualifications:	Master's degree in psychology or education or equivalent in related field with relevant training in assessment

Name of Test (Acronym):	**Kaufman Test of Education Achievement (KTEA)**
Publisher:	American Guidance Service
Publication Date:	1998
Contact Information:	1-800-328-2560 http://www.agsnet.com

Information about the Test	
Reading:	The Reading subtests measure decoding skills and reading comprehension.
Writing:	N/A
Math:	The Mathematics subtests assess basic arithmetic concepts, applications, numerical reasoning, and computational skills.
Key Features of Test	
Age/Grade Ranges:	Grades 1 - 12
Administration Time:	Brief form: 30 - 60 minutes; comprehensive form: 50 - 75 minutes
Score Type for Data Entry:	Standard Score
Appropriate Uses of Test:	This test provides diagnostic information for educational assessment and program planning. Brief form is for screening, and comprehensive form is for more in-depth analysis.
Examiner Qualifications:	Bachelor's degree, teacher training, and relevant experience

Name of Test:	**KeyMath, Revised**
Publisher:	American Guidance Service
Publication Date:	1998
Contact Information:	1-800-328-2560 http://www.agsnet.com

Information about the Test	
Reading:	N/A
Writing:	N/A
Math:	This test measures basic concepts (numeration, rational numbers, geometry, operations (addition, subtraction, multiplication, division, mental computation), applications (measurement, time and money, estimation, interpreting data, problem solving).
Key Features of Test	
Age/Grade Ranges:	Ages 5 - adult
Administration Time:	35 - 50 minutes
Score Type for Data Entry:	Standard Score
Appropriate Uses of Test:	This test is a very comprehensive assessment of broad areas of mathematics skills, assists teachers in determining areas of strengths and weakness, and does not require reading ability of students to respond to test items.
Examiner Qualifications:	Bachelor's degree, teacher training, and relevant experience

Name of Test:	**Mather-Woodcock Group Writing Tests**
Publisher:	Riverside Publishing
Publication Date:	1997
Contact Information:	1-800-323-9540 http://www.riversidepublishing.com

Information about the Test	
Reading:	N/A
Writing:	This test is comprised of four measures: Dictation Spelling Test, Writing Samples Test, Editing Test, Writing Fluency Test.
Math:	N/A
Key Features of Test	
Age/Grade Ranges:	Grades 2 - college
Administration Time:	Less than 60 minutes
Score Type for Data Entry:	Standard Score
Appropriate Uses of Test:	It provides a comprehensive assessment of many aspects of the overall writing process.
Examiner Qualifications:	Bachelor's degree, teacher training, and relevant experience

Name of Test (Acronym):	**Metropolitan Achievement Test (MAT)**
Publisher:	Harcourt Educational Measurement
Publication Date:	2000
Contact Information:	1-800-228-0752, X 4113 http://www.hemweb.com

Information about the Test	
Reading:	The Reading Total includes the following measures: sounds and print, reading vocabulary, and reading comprehension.
Writing:	N/A
Math:	The Math Total includes the following measures: computation, concepts, and problem solving.
Key Features of Test	
Age/Grade Ranges:	Grades k - 12
Administration Time:	Reading measures range from 30 to 90 minutes depending on grade level; math measures range from 65 to 80 minutes depending on grade level.
Score Type for Data Entry:	Standard Score
Appropriate Uses of Test:	Total Reading measures emergent literacy, includes original reading selections, and can be used to direct student to library books appropriate for reading level; reading comprehension and math measures can be taken on-line, and the measures align with national reading and math standards.
Examiner Qualifications:	Bachelor's degree, teacher training, and relevant experience

Name of Test (Acronym):	**Mini-Battery of Achievement (MBA)**
Publisher:	Riverside Publishing
Publication Date:	1994
Contact Information:	1-800-323-9540 http://www.riversidepublishing.com

Information about the Test	
Reading:	The Reading measures include word recognition tasks, sight recognition, comprehension, and vocabulary.
Writing:	The Writing measures include spelling dictation, punctuation, usage, and proofing.
Math:	The Mathematics subtests measure skills in calculation, reasoning, and math concepts.
Key Features of Test	
Age/Grade Ranges:	Ages 4 - adult
Administration Time:	20 – 30 minutes
Score Type for Data Entry:	Standard Score
Appropriate Uses of Test:	Each subtest takes 5 – 10 minutes. The test has a computer-scoring program and provides a brief screening of achievement.
Examiner Qualifications:	Bachelor's degree, teacher training, and relevant experience

Name of Test:	**New Century Education**
Publisher:	New Century Education
Publication Date:	1999
Contact Information:	1-800-833-6232 http://www.ncecorp.com

Information about the Test	
Reading:	The student is assessed across as many as six strands of the reading process.
Writing:	N/A
Math:	The student is assessed across as many as 12 strands from basic calculation through more advanced math skills of algebra and geometry.
Key Features of Test	
Age/Grade Ranges:	Grades k - 12
Administration Time:	Time varies depending on age and skills of student; the average amount of time is 45 minutes for the reading portion and 60 – 70 minutes for the math portion.
Score Type for Data Entry:	Grade Equivalent
Appropriate Uses of Test:	This is a computer-administered assessment with multiple choice items. It is an adaptive test that selects items based on responses of student and is tied into a tutorial curriculum.
Examiner Qualifications:	Bachelor's degree, teacher training, and relevant experience

Name of Test (Acronym):	**Oral and Written Language Scales (OWLS)**
Publisher:	American Guidance Service
Publication Date:	1996
Contact Information:	1-800-328-2560 http://www.agsnet.com

Information about the Test	
Reading:	N/A
Writing:	The Written Expression Scale assesses the use of conventions (handwriting, spelling, punctuation), the use of syntactical forms (modifiers, phrases, sentence structures), and the ability to communicate meaningfully (relevance, cohesiveness, organization).
Math:	N/A
Key Features of Test	
Age/Grade Ranges:	Ages 5 - adult
Administration Time:	15 – 25 minutes
Score Type for Data Entry:	Standard Score
Appropriate Uses of Test:	It can be administered individually or in small groups. The examiner presents a variety of writing prompts—like those tasks found in the classroom—either verbally, with pictures, or in print. This test provides a descriptive analysis of writing and assists in intervention planning.
Examiner Qualifications:	Master's degree in psychology or education or equivalent in related field with relevant training in assessment

Name of Test (Acronym):	**Peabody Individual Achievement Test-Revised (PIAT-R)**
Publisher:	American Guidance Service
Publication Date:	1998
Contact Information:	1-800-328-2560 http://www.agsnet.com

Information about the Test	
Reading:	This test includes reading recognition of letters and words and reading comprehension where student selects a picture that best represents the sentence they have read.
Writing:	The writing measure combines scores on the spelling and written expression subtests by requiring student to write a story about a picture.
Math:	Multiple choice items measure knowledge and application of math concepts and facts.
Key Features of Test	
Age/Grade Ranges:	Ages 5 - adult
Administration Time:	60 minutes
Score Type for Data Entry:	Standard Score
Appropriate Uses of Test:	The test provides an individual measure of academic achievement. A pointing response is required for most items, using a multiple-choice format.
Examiner Qualifications:	Master's degree in psychology or education or equivalent in related field with relevant training in assessment

Name of Test (Acronym):	**Scholastic Reading Inventory (SRI)**
Publisher:	Scholastic, Inc.
Publication Date:	1999
Contact Information:	1-212-343-6100 http://www.scholastic.com

Information about the Test	
Reading:	This test assesses reading comprehension.
Writing:	N/A
Math:	N/A
Key Features of Test	
Age/Grade Ranges:	Grades 1 - 12
Administration Time:	20 minutes
Score Type for Data Entry:	Normal Curve Equivalent
Appropriate Uses of Test:	It is available in both print and as an interactive, computer-assisted assessment system. Designed for administration in classrooms or computer labs.
Examiner Qualifications:	Bachelor's degree, teacher training, and relevant experience

Name of Test (Acronym):	**Slosson Oral Reading Test-Revised (SORT-R)**
Publisher:	Slosson Educational Publications, Inc.
Publication Date:	1990
Contact Information:	1-716-652-0930 http://www.slosson.com

Information about the Test	
Reading:	This test utilizes oral reading from word lists.
Writing:	N/A
Math:	N/A
Key Features of Test	
Age/Grade Ranges:	Grades prek - adult
Administration Time:	5 minutes
Score Type for Data Entry:	Standard Score
Appropriate Uses of Test:	This test is a quick screening measure to determine a student's reading level.
Examiner Qualifications:	Bachelor's degree, teacher training, and relevant experience

Name of Test (Acronym):	**Standardized Test for Assessment of Reading (STAR)**
Publisher:	Renaissance Leaning
Publication Date:	1998
Contact Information:	1-800-338-4204 http://www.renlearn.com

Information about the Test	
Reading:	Students respond to reading tasks, and if they miss a question, the difficulty level is reduced.
Writing:	N/A
Math:	Students respond to math tasks, and if they miss a question, the difficulty level is reduced.
Key Features of Test	
Age/Grade Ranges:	Grades 1 - 12
Administration Time:	Reading: 10 minutes; math: 15 minutes
Score Type for Data Entry:	Normal Curve Equivalent
Appropriate Uses of Test:	This is a computer-assisted assessment system that provides teachers with instructional strategies to remediate deficiencies. It assesses the reading ability of any student with at least a 100-word reading vocabulary. This is the assessment companion to Accelerated Reader and Accelerated Math instructional programs. Growth tracking is provided.
Examiner Qualifications:	Bachelor's degree, teacher training, and relevant experience

Name of Test (Acronym):	**Test of Adult Basic Education (TABE), 7 & 8**
Publisher:	CTB/McGraw Hill
Publication Date:	1994
Contact Information:	1-800-538-9547 http://www.ctb.com

Information about the Test	
Reading:	The measures include vocabulary and reading comprehension.
Writing:	The test integrates skill assessment in usage, mechanics, sentence formation, and paragraph development.
Math:	The measures include computation, concepts and application skills.
Key Features of Test	
Age/Grade Ranges:	Ages 16 - adult
Administration Time:	108 – 128 minutes
Score Type for Data Entry:	Standard Score
Appropriate Uses of Test:	Assessment is conducted through a computer program. Areas of weakness are identified by the student's performance, and remediation strategies are provided to the teacher.
Examiner Qualifications:	Bachelor's degree, teacher training, and relevant experience

Name of Test (Acronym):	**Tests of Mathematical Abilities, 2nd Edition (TEMA-2)**
Publisher:	PRO-ED
Publication Date:	1994
Contact Information:	1-800-897-3202 http://www.proedinc.com

Information about the Test	
Reading:	N/A
Writing:	N/A
Math:	This test measures mathematical vocabulary, computation, general information, story problems, and attitude toward math.
Key Features of Test	
Age/Grade Ranges:	Ages 3 - 9
Administration Time:	1 – 1.5 hours
Score Type for Data Entry:	Standard Score (quotient)
Appropriate Uses of Test:	It provides a comprehensive evaluation of emerging and basic skills in math.
Examiner Qualifications:	Master's degree in psychology or education or equivalent in related field with relevant training in assessment

Name of Test (Acronym):	**Test of Reading Comprehension, 3rd Edition (TORC-3)**
Publisher:	PRO-ED
Publication Date:	1995
Contact Information:	1-800-897-3202 http://www.proedinc.com

Information about the Test	
Reading:	The test consists of eight subtests in the areas of general vocabulary, syntactic similarities, paragraph reading, and sentence sequencing.
Writing:	N/A
Math:	N/A
Key Features of Test	
Age/Grade Ranges:	Ages 7 - 18
Administration Time:	10 – 20 minutes for each subtest
Score Type for Data Entry:	Standard Score (quotient)
Appropriate Uses of Test:	It may be administered individually or in groups.
Examiner Qualifications:	Bachelor's degree, teacher training, and relevant experience

Name of Test (Acronym):	**Test of Written Expression (TOWE)**
Publisher:	PRO-ED
Publication Date:	1995
Contact Information:	1-800-897-3202 http://www.proedinc.com

Information about the Test	
Reading:	N/A
Writing:	The measures include writing skills and written expression skills.
Math:	N/A
Key Features of Test	
Age/Grade Ranges:	Ages 6.5 - 15
Administration Time:	30 minutes
Score Type for Data Entry:	Standard Score
Appropriate Uses of Test:	This test can be administered to individuals or groups of students. It uses two assessment methods; the first involves administering a series of items that tap different skills associated with writing. The second method requires students to read or hear a prepared story starter and use it as a stimulus for writing an essay.
Examiner Qualifications:	Bachelor's degree, teacher training, and relevant experience

Name of Test (Acronym):	**Test of Written Language-3 (TOWL-3)**
Publisher:	PRO-ED
Publication Date:	1996
Contact Information:	1-800-897-3202 http://www.proedinc.com

Information about the Test	
Reading:	N/A
Writing:	This test assesses contextual conventions, contextual language, story construction, vocabulary, spelling, style, logical sentences, and sentence combining.
Math:	N/A
Key Features of Test	
Age/Grade Ranges:	Ages 7.5 - 17
Administration Time:	1.5 hours
Score Type for Data Entry:	Standard Score
Appropriate Uses of Test:	The eight subtests are designed to measure a student's writing competence through both essay analysis (spontaneous) formats and traditional test (contrived) formats. The test is untimed. A computer scoring system is available.
Examiner Qualifications:	Master's degree in psychology or education or equivalent in related field with relevant training in assessment

Name of Test (Acronym):	**Wechsler Individual Achievement Test, 2nd Ed. (WIAT-II)**
Publisher:	Psychological Corporation
Publication Date:	2001
Contact Information:	1-800-872-1726 http://www.PsychCorp.com

Information about the Test	
Reading:	This test measures basic reading skills of decoding, sight reading, and reading comprehension (comprehension of detail, sequence, cause and effect relationships, and inference).
Writing:	The writing test includes written expression and spelling subtests.
Math:	The math test measures mathematical reasoning (problem solving, geometry, measurement, statistics) and numerical operations (basic addition, subtraction, multiplication, division, fractions, decimals, algebraic equations).
Key Features of Test	
Age/Grade Ranges:	Ages 4 - adult
Administration Time:	Children: 30 - 50 minutes; adolescents: 55 - 75 minutes
Score Type for Data Entry:	Standard Score
Appropriate Uses of Test:	The test is an individually administered, comprehensive measure of important skills necessary for success in school. It is often used as part of evaluation for disabilities.
Examiner Qualifications:	Master's degree in psychology or education or equivalent in related field with relevant training in assessment

Name of Test (Acronym):	**Wide Range Achievement Test-3 (WRAT-3)**
Publisher:	Wide Range Inc.
Publication Date:	1-800-221-9728
Contact Information:	1993 http://www.widerange.com

Information about the Test	
Reading:	This test requires students to recognize and name letters and pronounce words.
Writing:	N/A
Math:	The math test requires counting skills, reading numbers, and oral and written computation.
Key Features of Test	
Age/Grade Ranges:	Ages 5 - adult
Administration Time:	15 - 30 minutes
Score Type for Data Entry:	Standard Score
Appropriate Uses of Test:	It is a quick reading screener of basic reading and arithmetic codes but not reading comprehension.
Examiner Qualifications:	Bachelor's degree, teacher training, and relevant experience

Name of Test:	**Woodcock Diagnostic Reading Battery**
Publisher:	Riverside Publishing
Publication Date:	1997
Contact Information:	1-800-323-9540 http://www.riversidepublishing.com

Information about the Test	
Reading:	This test covers letter/word identification, passage comprehension, word attack, reading vocabulary, memory for sentences, visual matching, incomplete words, sound blending, oral vocabulary, and listening comprehension.
Writing:	N/A
Math:	N/A
Key Features of Test	
Age/Grade Ranges:	Grades k - college
Administration Time:	50 – 60 minutes
Score Type for Data Entry:	Standard Score
Appropriate Uses of Test:	It is a combined measure of basic reading skills and reading comprehension. Comparisons can be made between clusters and subtests to help determine reasons for reading difficulties. Instruction and developmental ranges are provided. Tests are selections from the Woodcock-Johnson, Revised.
Examiner Qualifications:	Master's degree in psychology or education or equivalent in related field with relevant training in assessment

***Name of Test (Acronym)*:**	**Woodcock Johnson Tests of Achievement, Revised or 3rd Edition (WJ-R or WJ-III)**
Publisher:	Riverside Publishing
Publication Date:	1989; 2000
Contact Information:	1-800-323-9540 http://www.riversidepublishing.com

Information about the Test	
Reading:	This test measures reading decoding, speed, and ability to comprehend connected discourse while reading.
Writing:	The writing measures include written language achievement through spelling of single-word responses, fluency of production, and quality of expression.
Math:	The math test measures math achievement including problem solving, number facility, automaticity and reasoning.
Key Features of Test	
Age/Grade Ranges:	Grades k - college
Administration Time:	About 5 minutes per test (55 – 65 minutes for all three areas)
Score Type for Data Entry:	Standard Score
Appropriate Uses of Test:	The WJ-III is a recently revised and standardized version of the WJ-R. This test is often used for identification of students with disabilities.
Examiner Qualifications:	Master's degree in psychology or education or equivalent in related field with relevant training in assessment

Name of Test (Acronym):	**Woodcock Reading Mastery Test-Revised (WRMT-R)**
Publisher:	American Guidance Service
Publication Date:	1998
Contact Information:	1-800-328-2560 http://www.agsnet.com

Information about the Test	
Reading:	This test measures visual/auditory learning, letter identification, word identification, word attack, word comprehension, and passage comprehension.
Writing:	N/A
Math:	N/A
Key Features of Test	
Age/Grade Ranges:	Grades k - 12
Administration Time:	10 - 30 minutes
Score Type for Data Entry:	Standard Score
Appropriate Uses of Test:	Two forms make it easy to test and retest, or both forms can be combined for a more comprehensive assessment.
Examiner Qualifications:	Master's degree in psychology or education or equivalent in related field with relevant training in assessment

Appendix A

MEMORANDUM #02-18

To: District Dropout Prevention Coordinators
District Student Services Directors

From: Shan Goff

Date: February 18, 2002

Subject: RECOMMENDED PRACTICES AND REQUIREMENTS FOR ENTRY AND EXIT ASSESSMENTS IN JUVENILE JUSTICE FACILITIES TECHNICAL ASSISTANCE PAPER (TAP)

Please find enclosed the Technical Assistance Paper regarding *Recommended Practices and Requirements for Entry and Exit Assessments in Juvenile Justice Facilities.* Ensuring high quality educational programs for youth in Department of Juvenile Justice (DJJ) facilities continues to be a high priority for the Department of Education (DOE). Assessment of student progress is an integral part of a sound educational program.

Effective July 1, 2001, entry and exit assessment information for all students entering and exiting DJJ commitment, day treatment, or early delinquency intervention programs must be entered into each student's automated student record for submission to the DOE at the end of each school year. This technical assistance paper was developed to update and replace TAP #FY 2000-10, dated July 2000, and provides assistance related to the implementation of this statutory requirement.

A key change to the Entry Transition performance indicator (E1.02) for the 2002 Quality Assurance Standards is the clarification that, "Assessments must be age-appropriate..." This clarification is intended to stress the importance of the selection of appropriate and valid instruments for the varied student population in DJJ programs. However, it has come to our attention that full implementation of this indicator may create a financial hardship for some programs. Given this concern,
QA reviewers will not score the performance indicator standards regarding the use of age-appropriateness of the assessment instrument. However, if the instrument is not age-appropriate, this information will be included in the findings and an appropriate recommendation will be made in the report. Staff is available to provide resources and training to assist districts and programs to address this standard.

If you have questions regarding program issues, contact Cameron Dougherty via email at doughec@mail.doe.state.fl.us or by telephone at (850) 487-3510 or Suncom 277-3510. For questions about assessment, contact Pat Howard via email at phoward@tempest.coedu.usf.edu or by telephone at (850) 922-0045 or Suncom 292-0045. This TAP is available on the Bureau of Instructional Support and Community Services website at http://www.firn.edu/doe/commhome/pub-home.htm.

SG/cdf

Enclosures

Recommended Practices and Requirements for Entry and Exit Assessments in Juvenile Justice Facilities

Background

Assessment of student progress is an integral part of a sound educational program. Many studies indicate that setting high standards for student achievement; monitoring student progress toward achieving these standards; ensuring high-quality, teacher-led instruction; and providing remedial support for struggling students contribute significantly to higher student achievement. This higher achievement is important for all students, including those students in Department of Juvenile Justice (DJJ) facilities.

The 1999 Florida Legislature recognized the need for measuring the academic growth of students in DJJ programs. Through revisions to section 228.081(2)(e), Florida Statutes, the Legislature identified specific requirements for measuring student academic progress in the basic skill areas and for designing instruction during placement in detention and commitment facilities. Section 228.081(2)(e), Florida Statutes, also requires the Florida Department of Education (DOE) to

- promulgate a rule that articulates policies and standards for academic and vocational assessments administered at program entry and exit
- design assessment for students in detention who move on to commitment facilities for the purpose of developing appropriate educational programs for students in commitment facilities
- require that the assessments of students sent directly to commitment facilities be completed within the first week of the student's commitment

Additional revisions to section 228.081, Florida Statutes, require DOE, DJJ, school districts, and providers to develop standardized content of education records to include but not be limited to the following:

- a copy of the student's individual educational plan (IEP)
- assessment data, including grade level proficiency in reading, writing, and mathematics, and performance on tests taken according to section 229.57, Florida Statutes
- a copy of the student's permanent cumulative record
- a copy of the student's academic transcript
- a portfolio reflecting the youth's academic accomplishments while in the Department of Juvenile Justice program

Paper Number: FY 2002-7

February 2002

Division of Public Schools and Community Education

Bureau of Instructional Support and Community Services

Refer Questions To:
Cameron Dougherty (850) 487-3510
or
Dr. Pat Howard (850) 922-0045

FLORIDA DEPARTMENT OF EDUCATION

TECHNICAL ASSISTANCE PAPERS are produced periodically by the Bureau of Instructional Support and Community Services to present discussion of current topics. The TA Papers may be used for inservice sessions, technical assistance visits, parent organization meetings, or interdisciplinary discussion groups. Topics are identified by state steering committees, district personnel, and individuals, or from program compliance monitoring.

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The Department of Education is required to develop, select, and implement a common battery of assessment tools to be used in all DJJ programs. This common battery must accurately reflect the Sunshine State Standards.

The DOE, in cooperation with DJJ, promulgated a rule to implement these legislative mandates regarding assessment of students assigned to DJJ facilities. Rule 6A-6.05281, FAC, was adopted and articulates the requirements for student assessment.

- Assessments are conducted to identify the student's functioning levels, provide appropriate educational programs, and report the learning gains of the student.
- All students in DJJ commitment, day treatment, or early delinquency intervention programs who have not graduated from school must be assessed within seven calendar days of the student's commitment as well as on exiting the program. Entry and exit assessments shall include academic measures that provide proficiency levels in reading, mathematics, and writing. In addition, entry assessments shall include vocational interest and/or aptitude measures.
- Students placed in a detention center and not transferring to a commitment program shall be assessed only on entry for academic measures. If the student is transferring to a commitment program from a detention center, the academic assessment information obtained in the detention center must be sent to the commitment program with the transfer of the student.
- The results of the academic measures for designated DJJ students shall be reported in the format prescribed by Rule 6A-1.0014, FAC, to DOE via the Automated Student Data System.
- Beginning in the 2000-2001 school year, DOE must include the results of these assessments in applicable statewide and school reports.
- All students in DJJ detention, commitment, day treatment, or early delinquency intervention programs must also participate in state and district-wide assessment required by sections 229.57, 232.245, 232.246, and 232.247, Florida Statutes.

Purpose

This technical assistance paper (TAP) is written to update and replace TAP # FY 2000-10, July 2000, and provides assistance to school district and DJJ personnel in implementing the requirements for assessment contained within Florida Statutes and State Board of Education Rules. Reference documents are provided as appendices to this TAP, including relevant statutes and rules.

Questions and Answers

General

1. What is meant by the term "assessment"?

Assessment is defined as the process of collecting data for the purpose of identifying and verifying a student's strengths and weaknesses. This information is valuable for planning a student's educational program.

2. What methods are used to gather assessment information?

Depending on the actual decision that needs to be made, different types of data are obtained using different methods of assessment. Typically, assessment methods have been organized into the following broad approaches: review of records, interviews, observations, and tests. Tests involve measurement methods that are further distinguished as norm-referenced or criterion-referenced.

Norm-referenced tests (NRTs) are designed to determine student performance relative to peers of the same age or grade level. Criterion-referenced tests (CRTs) are designed to identify an individual's status with respect to an established standard (criterion) of performance. CRTs help to prioritize subskills needing remediation and to compare skills over time. Most of these tests are commercially produced and do not reflect skills from any one specific curriculum but provide a broad representation of many curricula. Often these tests cover more than one subject area and measure skills across a large range of grade levels. They are not typically designed for retesting within brief periods of time because each skill is measured by only a few test items.

These two methods of assessment provide either direct or indirect measures of actual skills being taught in the classroom. Direct measures, whether norm-referenced or criterion-referenced, are those that assess skills using methods and items that are drawn directly from classroom instructional materials. Indirect measures are not necessarily reflective of the curriculum and instruction that the student is receiving. Most commercially prepared tests are indirect measures of student performance.

3. How does assessment differ from testing?

As already noted, testing is but one aspect of assessment. To maximize information about a student, this information (both structured and informal) should be obtained from more than one informant (parent, teacher, student) in more than one setting (classroom, residence or home, social setting) using multiple techniques (record review, observation, interview, test). This is often referred to as the multi-method, multi-setting, and multi-source assessment process.

4. What types of scores or reports are typically obtained from assessment activities?

Scores or reports obtained from assessments will depend on the type of assessment activity being reported. With record reviews and interviews, descriptive information is provided that summarizes the results of the assessment activities. Information from observations may be provided in an anecdotal format or a behavior-rating format (i.e., ratings of behavior frequency, duration, and/or intensity). Tests provide several types of scoring formats. NRTs yield scores on a standard scale that reflect a student's performance as compared to the performance of other students at the same grade or age level. CRTs are usually scored on a pass/fail or a "level" basis, such as on the Florida Comprehensive Assessment Test (FCAT). CRT scores are used to reflect whether the student has passed enough items to have met the criterion for accomplishment of the skill being measured.

5. What is the purpose of assessment?

The purpose of assessment is to obtain information on which to base appropriate educational decisions. These decisions fall into four categories: classroom-based decisions, entitlement decisions, instructional decisions, and accountability decisions.

- ***Classroom-based decisions*** **include initial decisions a teacher might make about providing special instruction, assistance, or enrichment to a student. In DJJ programs, this would include the entry-level assessments undertaken when a student first enters the program.**
- *Entitlement decisions* are those made by individuals other than the classroom teacher, such as school psychologists, counselors, special education placement specialists, and administrators. They include screening and referral decisions, determining exceptionality or special learning needs, and determining eligibility for services.
- *Instructional decisions* include instructional planning decisions, determination of the setting where instruction should take place, and progress evaluation. The classroom teacher or an educational diagnostician may conduct these assessments.
- *Accountability decisions* focus on program evaluation and accountability determinations regarding student progress. The DJJ program exit assessments may be used to make these decisions.

6. What types of assessments are best suited to these four types of educational decisions?

Classroom-based decisions usually rely on brief measures that gauge a student's skill development. These may be norm-referenced or criterion-referenced measures, but they should be closely aligned with the classroom curriculum. Such measures are also helpful if they can provide information for helping the teacher set short- and long-term academic goals.

Entitlement decisions rely primarily on norm-referenced measures because program eligibility is usually based on the discrepancy between the referred student's performance and that of students who are performing as expected on the particular skill. Tests used to determine a student's eligibility for many of the exceptional education programs fall into this category. However, in some circumstances, the tests used to determine eligibility may be based on medical evaluations indicating that a student's physical condition falls outside the norm of a specific medical standard.

Instructional decisions are generally made using information gained from criterion-referenced measures. These measures are helpful in prioritizing skills for instruction as well as determining the sequence for skill-building activities.

Finally, *accountability decisions* are typically made using the same techniques that were used in the classroom-based decisions part of the process. This might be referred to as the post-test or progress-monitoring period in which growth in skills is being assessed following a particular series of instructional activities or participation in an intervention program.

When an evaluation needs to be comprehensive, the student will benefit from having a number of different assessments. It is important to match the type of assessment with the decision that is to be made, or stated differently, the type of question that needs to be answered.

7. Are some tests or assessment procedures better than others?

All tests, whether commercially designed or teacher developed, will have varying strengths and weaknesses. Professionals who select tests for individual or wide-scale administration should have training in tests and measurement. This expertise will help them assure that issues regarding test bias, reliability, and validity have been considered and that the tests are deemed adequate for their specified use. Priority should be given to tests that have current standardization information. **Achievement tests with publication dates more than ten years old should be used with caution because norms have a tendency to change over time.**

8. **What skills or competencies are needed to conduct student academic and vocational assessments, and how might they be acquired?**

Individuals conducting academic and vocational assessments should be trained and skilled in the particular assessment procedure being used. This training may be acquired through formal, college-level classes, training and mentoring from a skilled assessment specialist, or self-study with competency documentation by a trainer/mentor. A trainer/mentor is a qualified examiner who is already skilled and experienced in assessment techniques and who can provide individual assistance to others in acquiring these skills. Besides having skill in administering a particular method or instrument, qualified examiners should be knowledgeable about the strengths and limitations of any test or method of assessment they are using and how test results are interpreted for use in making educational decisions. It is also important to the validity of test results that the testing conditions are consistent with the publisher's specifications. Foundation courses and training in basic tests and measurement are ways that these competencies can be acquired.

Circumstances may require that teachers and other educators be trained only in the administration of individual tests with the test administration conducted under the supervision of a qualified examiner. The interpretation of the test results, however, should be the responsibility of the qualified examiner.

9. **If a student is emotionally distraught, uncooperative, or otherwise difficult to assess, what should be done?**

Assessment information gained from an uncooperative, emotionally unstable, or unmotivated student is an invalid assessment and should not be scored. A notation should be placed in the student record that assessment was attempted but the results were invalid due to the behavior or condition of the student. A reassessment should be conducted as soon as possible with intervening contact with the student to determine the cause of the interfering behavior. Many times, students who have weak academic skills would prefer not to respond, present an apathetic attitude, or do not appreciate the value the assessment might have for them. Student motivation to perform may be enhanced by providing feedback on the results of the assessment as well as how the information will be used to develop academic goals for the student and to contribute to their eventual transition. Interventions to alleviate emotional factors interfering with assessment performance should be initiated by mental health resource staff at the facility.

Student Assessment in DJJ Programs

10. **Who are the most appropriate persons in a DJJ facility to conduct student academic and vocational assessments?**

A commercially published test usually describes the type of training or expertise an individual must have to conduct the test. Therefore, each test manual should be reviewed for this recommendation. In general, an educational diagnostician or student services professional is often qualified to conduct a broad range of student assessments. However, many of the smaller DJJ programs do not have these personnel on staff. In such cases, teachers with special education training are often a valuable resource for these assessments.

General education classroom teachers conduct a variety of assessments on a daily basis, and often they can acquire specialized skills in specific assessment methods with a minimum of training. No one individual may have all the needed competencies to select and evaluate instructional programs for

all students in DJJ programs; therefore, administrators at each center should identify individuals who have assessment competencies as well as those who can acquire them through training to assure the existence of a strong individual student assessment program at the center. When indicated, the local school district or other community resources for academic and vocational assessment should be contacted for assistance in meeting the training needs of DJJ program personnel.

11. What are the required assessments that must be conducted in DJJ facilities?

Students in DJJ facilities are required to participate in all aspects of the statewide assessment program. These requirements are outlined in sections 229.57, 232.245, 232.246, and 232.247, Florida Statutes. In addition, those students who wish to participate in the Adult General Education Program or the Post-Secondary Vocational Certificate Education Program must comply with the relevant assessment requirements as outlined in the State Board of Education Rules 6A-6.014 and 6A-10.040, FAC. Finally, assessment procedures for students with disabilities must be conducted as specified in Rule 6A-1.0943, Statewide Assessment for Students with Disabilities, FAC; Rule 6A-6.0331, Identification and Assignment of Exceptional Students, FAC; Rule 6A-19.002, Treatment of Students, FAC; and 34 CFR, Part 104, Section 504 of the Rehabilitation Act of 1973.

All students in DJJ programs must also participate in academic assessments at program entry. Exit assessments are also required of all programs with the exception of detention centers. Academic assessments must be completed in reading, writing, and mathematics. The writing requirement can be met by an assessment in language arts. All students in DJJ commitment, day treatment, or early delinquency intervention programs must have a vocational assessment at program entry. Selected students in detention programs also must have a vocational assessment. Students moving from detention to commitment facilities must have an assessment on which the student's educational program can be designed. Finally, students' grade level proficiency in reading, writing, and mathematics must be included in their commitment record.

12. When must the program entry and exit academic assessments be administered?

Rule 6A-6.05281(3)(b), FAC, states that students in DJJ commitment, day treatment, or early delinquency intervention programs must undergo program entry assessments within the first seven days of commitment. The rule does not provide a timeline for program entry assessments for students in detention programs, but a standard consistent with that of commitment programs (i.e., within the first seven days) is recommended. Program exit assessments should be provided prior to the student's transition from the commitment, day treatment, or early delinquency intervention program. If a student is in a detention center or short-term facility for less than 40 days, the exit assessment is not required. If the student is placed in a long-term facility, removed from it within 40 days of entry, and placed in another long-term facility, the exit assessment is not required from the first facility.

13. Are entry and exit assessments required of (a) students who have already graduated or (b) students who graduate while in a DJJ program?

(a) No. Entry and exit assessments are not required for students who have already graduated.
(b) Yes. If a student graduates from school while in a DJJ facility, an exit assessment must be administered at the time of graduation.

14. When students are assigned to a long-term program but are transferred to another long-term program, must exit assessments be completed by the sending program and new entry assessments completed by the receiving program?

Yes. Entry and exit assessments are required each time a student enters and exits a DJJ facility. However, if a student has been in a long-term commitment program for less than 40 days and is transferred to another long-term commitment facility, the exit assessment is not required.

15. What types of tests work well for the program entry and exit academic assessments?

The intent of the program entry and exit assessments is to provide a measure of a student's progress during his or her participation in DJJ programs. Therefore, assessment procedures that are designed to measure change over short and long periods of time should be selected to meet this purpose to accommodate the varying lengths of time that students participate in DJJ programs. They also should be sensitive to small changes in skill development. Finally, for these student assessments to be used in program evaluation, the scores obtained should provide a measure of student progress across multiple age and grade levels that can be combined to represent group progress.

Currently, programs are using a broad range of tests and measures for obtaining this information, and DOE has provided an extensive listing of currently approved tests for entry and exit assessments. (See attached Memorandum 2001-61, Educational Services for Students in Department of Juvenile Justice Facilities—Student Progress.) It is the intent of the DOE to provide ongoing technical assistance and best practices recommendations to DJJ programs in the selection of measures to assess skills at program entry and exit and to help guide the instructional process during program attendance.

16. What academic instruments can districts use for entry and exit assessments of DJJ students?

Assessments that are appropriate for use are listed in the table on page 8, "Acceptable Testing Instruments for Entry and Exit Assessments," with check marks indicating acceptable use areas. There are at least twelve tests that can be used to assess students in all three areas: reading, writing/language arts, and math. Further details regarding appropriate test forms, test levels, subtests, and types of scores for each subject area are attached. The final column indicates tests that are appropriate for educational planning purposes as well as for meeting assessment requirements.

	✓	✓	✓	adults with < 12 yrs. school	
Basic Academic Skills Individual Screener (BASIS)	✓	✓	✓	grades 1 - 12	
Bateria Woodcock-Munoz-Revisada	✓	✓	✓	ages 2 yrs. - adult	
Curriculum-Based Measurement (CBM) Pilot	✓	✓	✓	grades 1 - 6	Somewhat
Brigance: Comprehensive Inventory of Basic Skills-Revised (CIBS-R)	✓	✓	✓	grades pre-k - 9	Somewhat
Comprehensive Test of Basic Skills (CTBS)	✓	✓	✓	grades 1 - 12	
Diagnostic Achievement Batery-2 (DAB-2)	✓	✓	✓	ages 6 - 14	
Diagnostic Achievement Test for Adolescents, 2nd Ed.	✓	✓	✓	grades 7 - 12	
Gates-MacGinitie Reading Test	✓			grades 1 - 12	
Gray Oral Reading Test (GORT-3)	✓			grades 1 - 16	
Hammill Multiability Achievement Test	✓	✓	✓	ages 7 - 18	
Kaufman Test of Educational Achievement (KTEA)	✓		✓	grades 1 - 12	
KeyMath Revised			✓	grades pre-k - 6	Somewhat
Mather-Woodcock Group Writing Tests		✓		grades 2 - 16	Somewhat
Metropolitan Achievement Test (MAT)	✓	✓		grades k - 12	
Mini-Battery of Achievement	✓	✓	✓	ages 4 - adult	
New Century Education	✓		✓	grades k - adult	✓
Oral and Written Language Scales (OWLS)		✓		ages 5 - 21	Somewhat
Peabody Individual Achievement Test-Revised (PIAT-R)	✓	✓	✓	ages 5 - 23	
Scholastic Reading Inventory (SRI)	✓			grades 1 - 12	✓
Slosson Oral Reading Test-Revised (SORT-R)	✓			pre-k - adult	
STAR	✓		✓	grades 1 - 12	✓
Test of Adult Basic Education (TABE)	✓	✓	✓	ages 16 - adult	✓
Test of Mathematical Abilities, 2nd Edition (TOMA-2)			✓	ages 3 - 9	
Test of Reading Comprehension, 3rd Edition (TORC-3)	✓			ages 7 - 18	
Test of Written Expression (TOWE)		✓		ages 6.5 - 15	
Test of Written Language-3 (TOWL-3)		✓		ages 7.5 - 17	
Weschler Individual Achievement Test (WIAT)	✓	✓	✓	ages 4 - adult	
Wide Range Achievement Test-2 (WRAT-3)	✓		✓	ages 5 - adult	
Woodcock Diagnostic Reading Battery	✓			grades k - college	Somewhat
Woodcock Johnson Tests of Achievement-Revised or 3rd Edition (WJ-R or WJ-3)	✓	✓	✓	ages 2 - adult	
Woodcock Reading Mastery Test-Revised	✓			grades k - 12	Somewhat

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17. Must the same academic measure be used for entry and exit assessments?

Yes, in order for changes in a student's skills from entry to exit to be measured accurately, the exit measure should be the same one used at program entry.

18. Is there a way for program staff, in complying with entry and exit assessment requirements, to provide classroom teachers with diagnostic and prescriptive information needed to plan classroom instruction?

Most tests are designed to produce either diagnostic or prescriptive information. However, some assessment measures are more comprehensive and can meet multiple purposes. The Assessment Instrument Chart provides information on tests currently included in the data reporting system that may meet both of these needs. In some cases, the instructional guidance provided by a measure may be limited, and this is indicated by the word "somewhat" in the chart.

19. When must the vocational assessment be administered?

Vocational assessments are part of the program entry requirements for all DJJ students except those assigned to detention centers and not transferring to a commitment program. Rule 6A-6.05281 (3)(b)2, FAC, requires the administration of vocational assessments within the first seven days of program attendance. For students who are placed in detention centers and whose placement there will be longer than 21 days, quality assurance standards for DJJ educational programs require that a vocational assessment be conducted within 21 days.

20. What types of tests work well for vocational assessments?

A specific vocational assessment procedure has not been mandated. A skill-based (aptitude) or interest-based assessment may be selected depending on what will provide the most valuable information for developing the student's instructional program. Sometimes vocational interest measures are selected for the program entry assessment rather than the more extensive vocational skills measures that require observations of the student over an extended period of time. The more in-depth measures may be valuable in providing information about students' progress through the vocational skill portion of their program and may help in transitioning decisions. An example of a skills-based measure is curriculum-based vocational assessment (CBVA). Materials for conducting CBVA can be obtained from the DOE by contacting the Division of Workforce Development (850/488-0186) or the Clearinghouse Information Center (850/488-1879) and asking for document DD035, *Curriculum-Based Vocational Assessment in Florida*.

21. What special considerations should be made when assessing students with disabilities who are protected under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973?

Programs are responsible for following all the requirements in these two federal laws for students identified as disabled or suspected of having a disability, including those requirements pertaining to student assessment. In addition, information obtained from program entry and exit assessments as well as vocational assessments should be considered in determining a student's eligibility for special education services under the IDEA, in preparing or modifying a student's individual educational plan (IEP), and in determining his or her educational needs. DOE has issued numerous technical assistance papers related to assessment of students with disabilities, including testing accommodations and

modifications pursuant to Rule 6A-1.0943, Statewide Assessment for Students with Disabilities, FAC. These documents may be obtained from the Clearinghouse Information Center (850/488-1879).

22. How should assessment data be recorded in the student's commitment record, discharge packet, and the academic cumulative record?

Each school district determines how the test data are entered into the student's automated record. When a student transfers to another school within the same school district, the district is responsible for ensuring that the receiving school staff have access to the student's automated record. When a student transfers to a school outside the school district, the sending district's information system creates a standard test information record (based on the information already entered into the district's automated student information system) for each test the student took. This format is part of the Florida Automated System for Transferring Educational Records (FASTER). A copy of the 2000-2001 Student Test Information record format layout from the FASTER system is available on the web (http://www.firn.edu/faster/manl0102/index.htm). Scroll down the page until you find T8 in the left-hand column, then click on "test."

23. Should the test information from these entry and exit tests be included in the student's permanent record?

Yes, as with any test information, this information should be sent to a student's new school when the student transfers to a different DJJ facility or leaves the DJJ facility to return to a regular public school.

24. What withdrawal codes are considered to be graduation exit codes?

Diploma Codes of W06, W07, W10, W27, or WGD are considered graduation exit codes. Students entering a DJJ commitment, day treatment, or early delinquency intervention program who have been awarded a standard or special diploma (carrying any of the codes cited above) are considered high school graduates.

Format for Reporting DJJ Entry and Exit Assessments

25. Are any DJJ education programs exempt from the entry and exit test reporting requirements?

Yes. While the detention and short-term commitment programs (less than 40 days) must conduct an academic assessment upon entry, these programs are exempt from the reporting requirements.

26. How many entry and/or exit assessment formats should be submitted to the Florida Department of Education for each student?

Students are to be assessed at entry and exit in three areas: reading, writing/language arts, and math. Districts should submit one record for each assessment given with one exception. If two entry or exit assessments are given in the same subject area at the same school in one school year, only the most recent assessment should be submitted. The previous assessment in that subject area at that school remains in the school district's automated student record system. The school number associated with each assessment format (School Number, Current Enrollment) should be the school at which the assessment was given.

27. Do entry assessments given at detention facilities have to be submitted via the database?

No. The results of academic assessments given at detention centers do not have to be submitted to DOE via the database. However, in accordance with Rule 6A-6.05281(3)(d), FAC, students placed in a detention center must be assessed on entry for academic measures (reading, writing/language arts, and math). If the student subsequently transfers to a commitment program, the results of the assessments must be sent directly to the commitment program when the transfer occurs.

28. If a student enters a commitment facility one school year and exits the following school year, does the district have to report both the entry and exit assessment information the second year?

No. In this case, the entry assessment must be submitted at the end of the school year in which it is given (Survey 5 of the first school year) and the exit assessment must be submitted at the end of the school year in which it is given (Survey 5 of the following school year). Assessments are reported in the school year in which they are administered.

29. What school number should be reported in the assessment formats when a student enters a commitment facility at the beginning of the year and exits another commitment facility in the same district at the end of the year?

The school number of the facility in which the test was administered should be used for reporting. In this case, the entry assessment reporting format will contain the school number (School Number, Current Enrollment) for the first facility and the exit assessment reporting format will contain the school number for the second facility.

30. What default value should be used if the test item is not applicable for a particular test?

Items marked N/A on the test table should be "Z-filled". If one of the three tests is missing from the format, Z's should be reported in the alphanumeric fields for that test and zeroes should be reported in the numeric field (Test Score).

31. Are the data reported each year (in Survey 5) for the fiscal year (July 1 through June 30) or for the school year?

Data should be reported for the school year (the 180-day school year and accompanying summer session).

32. What are the penalties for not documenting or reporting entry and exit student data?

The Department of Education's Quality Assurance Review of the state's DJJ programs will address this issue and appropriate corrective actions will be required.

33. How will the entry and exit assessment data reported in Survey 5 be used?

The Florida Legislature requires that these data be used along with other outcome measures to evaluate DJJ educational programs.

Appendix A

Section 228.081, Florida Statutes—Other Public Educational Services

Section 230.23161, Florida Statutes –Educational Services
in Department of Juvenile Justice Programs

Rule 6A-1.0943, FAC—Statewide Assessment for Students with Disabilities

Rule 6A-6.05281, FAC—Educational Programs for Youth
in Department of Juvenile Justice Detention, Commitment, Day Treatment,
or Early Delinquency Intervention Programs

228.081 Other public educational services.—

(1) The general control of other public educational services shall be vested in the state board except as provided herein. The state board shall, at the request of the Department of Children and Family Services and the Department of Juvenile Justice, advise as to standards and requirements relating to education to be met in all state schools or institutions under their control which provide educational programs. The Department of Education shall provide supervisory services for the educational programs of all such schools or institutions. The direct control of any of these services provided as part of the district program of education shall rest with the school board. These services shall be supported out of state, district, federal, or other lawful funds, depending on the requirements of the services being supported.

(2) The Department of Education shall recommend and by August 1, 1999, the state board shall adopt an administrative rule articulating expectations for high-quality, effective education programs for youth in Department of Juvenile Justice programs, including, but not limited to, education programs in juvenile justice commitment and detention facilities. The rule shall articulate policies and standards for education programs for youth in Department of Juvenile Justice programs and shall include the following:

(a) The interagency collaborative process needed to ensure effective programs with measurable results.

(b) The responsibilities of the Department of Education, the Department of Juvenile Justice, school districts, and providers of education services to youth in Department of Juvenile Justice programs.

(c) Academic expectations.

(d) Service delivery options available to school districts, including direct service and contracting.

(e) Assessment procedures, which:

1. Include appropriate academic and vocational assessments administered at program entry and exit which are selected by the Department of Education in partnership with representatives from the Department of Juvenile Justice, school districts, and providers.

2. Require school districts to be responsible for ensuring the completion of the assessment process.

3. Require assessments for students in detention who will move on to commitment facilities, to be designed to create the foundation for developing the student's education program in the assigned commitment facility.

4. Require assessments of students sent directly to commitment facilities to be completed within the first week of the student's commitment. The results of these assessments, together with a portfolio depicting the student's academic and vocational accomplishments, shall be included in the discharge package assembled for each youth.

(f) Recommended instructional programs including, but not limited to, vocational training and job preparation.

(g) Funding requirements, which shall include the requirement that at least 80 percent of the FEFP funds generated by students in Department of Juvenile Justice programs be spent on instructional costs for those students. One hundred percent of the formula-based categorical funds generated by students in Department of Juvenile Justice programs must be spent on appropriate categoricals such as instructional materials and public school technology for those students.

(h) Qualifications of instructional staff, procedures for the selection of instructional staff, and procedures to ensure consistent instruction and qualified staff year round.

(i) Transition services, including the roles and responsibilities of appropriate personnel in school districts, provider organizations, and the Department of Juvenile Justice.

(j) Procedures and timeframe for transfer of education records when a youth enters and leaves a facility.

(k) The requirement that each school district maintain an academic transcript for each student enrolled in a juvenile justice facility which delineates each course completed by the student as provided by the State Course Code Directory.

(l) The requirement that each school district make available and transmit a copy of a student's transcript in the discharge packet when the student exits a facility.

(m) Contract requirements.

(n) Performance expectations for providers and school districts, including the provision of academic improvement plan as required in s. 232.245.

(o) The role and responsibility of the school district in securing workforce development funds.

(p) A series of graduated sanctions for school districts whose educational programs in Department of Juvenile Justice facilities are considered to be unsatisfactory and for instances in which school districts fail to meet standards prescribed by law, rule, or State Board of Education policy. These sanctions shall include the option of requiring a school district to contract with a provider or another school district if the educational program at the Department of Juvenile Justice facility has failed a quality assurance review and after 6 months, is still performing below minimum standards.

(q) Other aspects of program operations.

(3) By January 1, 2000, the Department of Education in partnership with the Department of Juvenile Justice, school districts, and providers shall:

(a) Develop model contracts for the delivery of appropriate education services to youth in Department of Juvenile Justice programs to be used for the development of future contracts. The model contracts shall reflect the policy and standards included in subsection (2). The Department of Education shall ensure that appropriate school district personnel are trained and held accountable for the management and monitoring of contracts for education programs for youth in juvenile justice residential and nonresidential facilities.

(b) Develop model procedures for transitioning youth into and out of Department of Juvenile Justice programs. These procedures shall reflect the policy and standards adopted pursuant to subsection (2).

(c) Develop standardized required content of education records to be included as part of a youth's commitment record. These requirements shall reflect the policy and standards adopted pursuant to subsection (2) and shall include, but not be limited to, the following:

1. A copy of the student's individualized education plan;

2. Assessment data, including grade level proficiency in reading, writing, and mathematics, and performance on tests taken according to s. 229.57;

3. A copy of the student's permanent cumulative record;

4. A copy of the student's academic transcript; and

5. A portfolio reflecting the youth's academic accomplishments while in the Department of Juvenile Justice program.

(d) Develop model procedures for securing the education record and the roles and responsibilities of the juvenile probation officer and others involved in the withdrawal of the student from school and assignment to a commitment or detention facility. Effective for the 2000-2001 school year and thereafter, school districts shall be required to respond to requests for student education records received from another school district or a juvenile justice facility within 5 working days of receiving the request.

(4) The Department of Education shall ensure that school districts notify students in juvenile justice residential or nonresidential facilities who attain the age of 16 years of the provisions of s. 232.01(1)(c) regarding compulsory school attendance and make available the option of enrolling in a program to attain a Florida high school diploma by taking the general education development test prior to release from the facility. School districts or community colleges, or both, shall waive GED testing fees for youth in Department of Juvenile Justice residential programs and

shall, upon request, designate schools operating for the purpose of providing educational services to youth in Department of Juvenile Justice programs as GED testing centers, subject to GED testing center requirements. The administrative fees for the general education development test required by the Department of Education are the responsibility of school districts and may be required of providers by contractual agreement.

(5) The Department of Education shall establish and operate, either directly or indirectly through a contract, a mechanism to provide quality assurance reviews of all juvenile justice education programs and shall provide technical assistance and related research to school districts and providers on how to establish, develop, and operate educational programs that exceed the minimum quality assurance standards.

History.—s. 219, ch. 19355, 1939; CGL 1940 Supp. 892(38); s. 3, ch. 23726, 1947; s. 1, ch. 69-300; ss. 15, 19, 35, ch. 69-106; s. 1, ch. 72-221; s. 6, ch. 77-335; s. 76, ch. 97-190; s. 43, ch. 99-284; s. 9, ch. 2000-137.

230.23161 Educational Services in Department of Juvenile Justice programs.–

(1) The Legislature finds that education is the single most important factor in the rehabilitation of adjudicated delinquent youth in the custody of the Department of Juvenile Justice in detention or commitment facilities. It is the goal of the Legislature that youth in the juvenile justice system continue to receive a high-quality education. The Department of Education shall serve as the lead agency for juvenile justice education programs, curriculum, support services, and resources. To this end, the Department of Education and the Department of Juvenile Justice shall each designate a Coordinator for Juvenile Justice Education Programs to serve as the point of contact for resolving issues not addressed by local district school boards and to provide each department's participation in the following activities:

(a) Training, collaborating, and coordinating with the Department of Juvenile Justice, local school districts, educational contract providers, and juvenile justice providers, whether state operated or contracted.

(b) Collecting information on the academic performance of students in juvenile justice commitment and detention programs and reporting on the results.

(c) Developing academic and vocational protocols that provide guidance to school districts and providers in all aspects of education programming, including records transfer and transition.

(d) Prescribing the roles of program personnel and interdepartmental local school district or provider collaboration strategies.

Annually, a cooperative agreement and plan for juvenile justice education service enhancement shall be developed between the Department of Juvenile Justice and the Department of Education and submitted to the Secretary of Juvenile Justice and the Commissioner of Education by June 30.

(2) The Legislature finds that juvenile assessment centers are an important source of information about youth who are entering the juvenile justice system. Juvenile assessment centers document the condition of youth entering the system, thereby providing baseline data which is essential to evaluate changes in the condition of youth as a result of treatment. The cooperation and involvement of the local school system, including the commitment of appropriate resources for determining the educational status and special learning problems and needs of youth, are essential if the full potential benefits of juvenile assessment centers are to be achieved.

(3) Students participating in a detention, commitment, or rehabilitation program pursuant to chapter 985 which is sponsored by a community-based agency or is operated or contracted for by the Department of Juvenile Justice shall receive educational programs according to rules of the State Board of Education. These students shall be eligible for services afforded to students enrolled in programs pursuant to s. 230.2316 and all corresponding State Board of Education rules.

(4) The district school board of the county in which the residential or nonresidential care facility or juvenile assessment facility is located shall provide appropriate educational assessments and an appropriate program of instruction and special education services. The district school board shall make provisions for each student to participate in basic, vocational, and exceptional student programs as appropriate. Students served in Department of Juvenile Justice programs shall have access to the appropriate courses and instruction to prepare them for the GED test. Students participating in GED preparation programs shall be funded at the basic program cost factor for Department of Juvenile Justice programs in the Florida Education Finance Program. Each program shall be conducted according to applicable law providing for the operation of public schools and rules of the state board.

(5) A school day for any student serviced in a Department of Juvenile Justice program shall be the same as specified in s. 228.041(13). Educational services shall be provided at times of the day most appropriate for the juvenile justice program. School programming in juvenile justice detention, commitment, and rehabilitation programs shall be made available by the local school district during the juvenile justice school year, as defined in s. 228.041(43).

(6) The educational program shall consist of appropriate basic academic, vocational, or exceptional curricula and related services which support the treatment goals and reentry and which may lead to completion of the requirements for receipt of a high school diploma or its equivalent. If the duration of a program is less than 40 days, the educational component may be limited to tutorial activities and vocational employability skills.

(7) Participation in the program by students of compulsory school attendance age as provided for in s. 232.01 shall be mandatory. All students of noncompulsory school-attendance age who have not received a high school diploma or its equivalent shall participate in the educational program, unless the student files a formal declaration of his or her intent to terminate school enrollment as described in s. 232.01(1)(c) and is afforded the opportunity to take the general education development test and attain a Florida high school diploma prior to release from a facility. A youth who has received a high school diploma or its equivalent and is not employed shall participate in workforce development or other vocational or technical education or community college or university courses while in the program, subject to available funding.

(8) An academic improvement plan shall be developed for students who score below the level specified in local school board policy in reading, writing, and mathematics or below the level specified by the Commissioner of Education on statewide assessments as required by s. 232.245. These plans shall address academic, literacy, and life skills and shall include provisions for intensive remedial instruction in the areas of weakness.

(9) Each school district shall maintain an academic record for each student enrolled in a juvenile justice facility as prescribed by s. 228.081. Such record shall delineate each course completed by the student according to procedures in the State Course Code Directory. The school district shall include a copy of a student's academic record in the discharge packet when the student exits the facility.

(10) The Department of Education shall ensure that all school districts make provisions for high school level committed youth to earn credits toward high school graduation while in residential and nonresidential juvenile justice facilities. Provisions must be made for the transfer of credits and partial credits earned.

(11) The school district shall recruit and train teachers who are interested, qualified, or experienced in educating students in juvenile justice programs. Students in juvenile justice programs shall be provided a wide range of educational programs and opportunities including textbooks, technology, instructional support, and other resources available to students in public schools. Teachers assigned to educational programs in juvenile justice settings in which the school district operates the educational program shall be selected by the school district in consultation with the director of the juvenile justice facility. Educational programs in juvenile justice facilities shall have access to the substitute teacher pool utilized by the school district. Full-time teachers working in juvenile justice schools, whether employed by a school district or a provider, shall be eligible for the critical-teacher-shortage tuition-reimbursement program as defined by s. 240.4064.

(12) School districts are authorized and strongly encouraged to contract with a private provider for the provision of educational programs to youths placed with the Department of Juvenile Justice and shall generate local, state, and federal funding, including funding through the Florida Education Finance Program for such students. The school district's planning and budgeting process shall include the needs of Department of Juvenile Justice programs in the district's plan for expenditures for state categorical and federal funds.

(13) The local school district shall fund the education program in a Department of Juvenile Justice facility at the same or higher level of funding for equivalent students in the county school system based on the funds generated by state funding through the Florida Education Finance Program for such students. It is the intent of the Legislature that the school district maximize its available local, state, and federal funding to a juvenile justice program.

(a) Juvenile justice education programs shall be funded in the appropriate FEFP program based on the educational services needed by the student for Department of Juvenile Justice programs in accordance with s. 236.081.

(b) Juvenile justice education programs to receive the appropriate FEFP program funding for Department of Juvenile Justice programs shall include those operated through a contract with the Department of Juvenile Justice and which are under purview of the Department of Juvenile Justice quality assurance standards for education.

(c) Consistent with the rules of the State Board of Education, local school districts are authorized and required to request an alternative FTE survey for Department of Juvenile Justice programs experiencing fluctuations in student enrollment.

(d) FTE count periods shall be prescribed in rules of the State Board of Education and shall be the same for programs of the Department of Juvenile Justice as for other public school programs.

The summer school period for students in Department of Juvenile Justice programs shall begin on the day immediately following the end of the regular school year and end on the day immediately preceding the subsequent regular school year. Students shall be funded for no more than 25 hours per week of direct instruction.

(14) Each school district shall negotiate a cooperative agreement with the Department of Juvenile Justice on the delivery of educational services to youths under the jurisdiction of the department. Such agreement must include, but is not limited to:

(a) Roles and responsibilities of each agency, including the roles and responsibilities of contract providers.

(b) Administrative issues including procedures for sharing information.

(c) Allocation of resources including maximization of local, state, and federal funding.

(d) Procedures for educational evaluation for educational exceptionalities and special needs.

(e) Curriculum and delivery of instruction.

(f) Classroom management procedures and attendance policies.

(g) Procedures for provision of qualified instructional personnel, whether supplied by the school district or provided under contract by the provider, and for performance of duties while in a juvenile justice setting.

(h) Provisions for improving skills in teaching and working with juvenile delinquents.

(i) Transition plans for students moving into and out of juvenile facilities.

(j) Procedures and timelines for the timely documentation of credits earned and transfer of student records.

(k) Methods and procedures for dispute resolution.

(l) Provisions for ensuring the safety of education personnel and support for the agreed-upon education program.

(m) Strategies for correcting any deficiencies found through the quality assurance process.

(15) The cooperative agreement pursuant to subsection (14) does not preclude the development of an operating agreement or contract between the school district and the provider for each juvenile justice program in the school district where educational programs are to be provided. Any of the matters which must be included in the agreement pursuant to subsection (14) may be defined in the operational agreements or operating contracts rather than in the cooperative

agreement if agreed to by the Department of Juvenile Justice. Nothing in this section or in a cooperative agreement shall be construed to require the school board to provide more services than can be supported by the funds generated by students in the juvenile justice programs.

(16)(a) The Department of Education in consultation with the Department of Juvenile Justice, school districts, and providers shall establish objective and measurable quality assurance standards for the educational component of residential and nonresidential juvenile justice facilities. These standards shall rate the school district's performance both as a provider and contractor. The quality assurance rating for the education component shall be disaggregated from the overall quality assurance score and reported separately.

(b) The Department of Education shall develop a comprehensive quality assurance review process and schedule for the evaluation of the educational component in juvenile justice programs. The Department of Juvenile Justice quality assurance site visit and the education quality assurance site visit shall be conducted during the same visit.

(c) The Department of Education, in consultation with school districts and providers, shall establish minimum thresholds for the standards and key indicators for education programs in juvenile justice facilities. If a school district fails to meet the established minimum standards, the district will be given 6 months to achieve compliance with the standards. If after 6 months, the school district's performance is still below minimum standards, the Department of Education shall exercise sanctions as prescribed by rules adopted by the State Board of Education. If a provider, under contract with the school district, fails to meet minimum standards, such failure shall cause the school district to cancel the provider's contract unless the provider achieves compliance within 6 months or unless there are documented extenuating circumstances.

(17) The district school board shall not be charged any rent, maintenance, utilities, or overhead on such facilities. Maintenance, repairs, and remodeling of existing facilities shall be provided by the Department of Juvenile Justice.

(18) When additional facilities are required, the district school board and the Department of Juvenile Justice shall agree on the appropriate site based on the instructional needs of the students. When the most appropriate site for instruction is on district school board property, a special capital outlay request shall be made by the commissioner in accordance with s. 235.41. When the most appropriate site is on state property, state capital outlay funds shall be requested by the Department of Juvenile Justice provided by s. 216.043 and shall be submitted as specified by s. 216.023. Any instructional facility to be built on state property shall have educational specifications jointly developed by the school district and the Department of Juvenile Justice and approved by the Department of Education. The size of space and occupant design capacity criteria as provided by state board rules shall be used for remodeling or new construction whether facilities are provided on state property or district school board property.

(19) The parent or guardian of exceptional students shall have the due process rights provided for in chapter 232.

(20) Department of Juvenile Justice detention and commitment programs may be designated as second chance schools pursuant to s. 230.2316(3)(d). Admission to such programs shall be governed by chapter 985.

(21) The Department of Education and Department of Juvenile Justice, after consultation with and assistance from local providers and local school districts, shall report annually to the Legislature by February 1 on the progress towards developing effective educational programs for juvenile delinquents including the amount of funding provided by local school districts to juvenile justice programs, the amount retained for administration including documenting the purposes for such expenses, the status of the development of cooperative agreements, the results of the quality assurance reviews including recommendations for system improvement, and information on the identification of, and services provided to, exceptional students in juvenile justice commitment facilities to determine whether these students are properly reported for funding and are appropriately served.

(22) The educational programs at the Arthur Dozier School for Boys in Jackson County and the Florida School for Boys in Okeechobee shall be operated by the Department of Education, either directly or through grants or contractual agreements with other public or duly accredited education agencies approved by the Department of Education.

(23) The Department of Education shall have the authority to adopt any rules necessary to implement the provisions of this section, including uniform curriculum, funding, and second chance schools. Such rules shall require the minimum amount of paperwork and reporting necessary to comply with this act.

(24) The Department of Juvenile Justice and the Department of Education shall, in consultation with the statewide Workforce Development Youth Council, school districts, providers, and others, jointly develop a multiagency plan for vocational education which describes the curriculum, goals, and outcome measures for vocational programming in juvenile commitment facilities, pursuant to s. 985.3155.

History.--s. 42, ch. 96-398; s. 9, ch. 97-190; s. 4, ch. 98-186; s. 18, ch. 98-280; s. 48, ch. 99-284; s. 2, ch. 2000-137; s. 3, ch. 2001-125.

6A-1.0943 Statewide Assessment for Students with Disabilities.

(1) The Division of Public Schools and Community Education shall assure the inclusion of students with disabilities as defined by Section 228.041(18), Florida Statutes, in the statewide assessment program, develop the test instruments required herein and provide technical assistance to school districts in the implementation of the requirements of this rule including appropriate accommodations to instruments and statewide assessment procedures administered pursuant to Section 229.57, Florida Statutes. Students who are identified solely as gifted are not eligible for state assessment accommodations.

(a) The decision to exclude any student with a disability, as defined in Section 228.041(18), Florida Statutes, from statewide or district assessment programs is made by the Individual Educational Plan (IEP) team and recorded on the IEP. Students may be excluded from statewide or district assessment programs if the following criteria are met:

1. The student's demonstrated cognitive ability prevents the student from completing required coursework and achieving the Sunshine State Standards as incorporated by reference in Rule 6A-1.09401, FAC., even with appropriate and allowable course modifications, and

2. The student requires extensive direct instruction to accomplish the application and transfer of skills and competencies needed for domestic, community living, leisure, and vocational activities.

(b) Students who are excluded from statewide or district assessment will be assessed through an alternate assessment procedure identified by the IEP team. The alternate assessment procedure shall be recorded on the student's IEP.

(c) Students who are excluded from the state-required graduation test using the criteria in paragraphs (1)(a) and (b) of this rule will not be eligible for a standard high school diploma.

(2) Each school board shall utilize appropriate accommodations to the statewide assessment instruments and procedures, within the limits prescribed herein. Accommodations are defined as adjustments to the presentation of the assessment questions, method of recording examinee responses to the questions, schedule for administration of the assessment, or use of assistive devices to facilitate administration of the assessment. Statewide assessment accommodations may be used only if they do not alter the underlying content that is being measured by the assessment or negatively affect the assessment's reliability or validity. Accommodations shall be identified for each eligible student and recorded on the student's IEP or plan developed under Section 504 of the Rehabilitation Act. Allowable accommodations are those that have been used by the student in classroom instruction as long as the accommodations are within the limits specified in this rule. Such accommodations may include:

(a) Presentation. The student may be administered any statewide assessment through the following presentation formats:

1. Regular print versions of the test may be enlarged through mechanical or electronic means.

2. The district test coordinator may request large print versions.

3. Braille versions may be requested for students who use Braille materials. Some test items may be altered in format for Braille versions of the test as authorized by the Department. test items that have no application for the Braille reader will be deleted as authorized by the Department. Student performance standards that cannot be assessed in the Braille format will be deleted from the requirements of Section 229.57, Florida Statutes.

4. Signed or oral presentation may be provided for all directions and items other than reading items. Reading items must be read by the student through visual or tactile means.

5. The student may use means to maintain or enhance visual attention to test items.

6. Presentation formats not covered by this rule may be requested through the Department of Education and will be provided, as appropriate, upon approval by the Commissioner of Education.

(b) Responding. The student may use varied methods to respond to the test, including written, signed and verbal response. Written responses may include the use of mechanical and electronic devices. A test administrator or proctor may transcribe student responses to the format required by the test. Transcribed responses must accurately reflect the response of the student, without addition or edification by the test administrator or proctor.

(c) Scheduling. The student may be administered a test during several brief sessions allowing frequent breaks during the testing sessions, within specifications of the test administration manual. Students may be provided additional time for the administration of the test.

(d) Setting. The student may be administered a test individually or in a small group setting. The student may be provided with adaptive or special furniture and special lighting or acoustics.

(e) Assistive devices. The student may use the following assistive devices typically used in classroom instruction.

1. If the purpose of the assessment requires complex computation, calculators may be used as authorized in the test administration manual. A calculator may not be used on assessments of basic computation as specified in the test administration manual.

2. Visual magnification and auditory amplification devices may be used. For students with visual impairments, an abacus may be used.

3. Technology may be used without accessing spelling or grammar-checking applications for writing assessments and without using speech output programs for reading items assessed.

Other assistive technology typically used by the student in classroom instruction may be used provided the purpose of the testing is not violated. Implementation of assistive devices must assure that test responses are the independent work of the student. Unusual circumstances of accommodations through assistive devices must be approved by the Commissioner of Education before use.

(3) The preceding accommodations described in paragraphs (2)(a) through (e) of this rule are authorized, when determined appropriate by the school district superintendent or designee, for any student who has been determined to be an eligible student with disabilities pursuant to Section 228.041(18), Florida Statutes, and Rule 6A-6.0331, FAC., and has a current IEP, or who has been determined to be a student with a disability pursuant to Rule 6A-19.001(6), FAC. Satisfaction of the requirements of Rule 6A-1.0942, FAC., by any of the above accommodations shall have no bearing upon the type of diploma or certificate issued to the student for completing school.

(4) The need for any unique accommodations for use on state assessments not outlined in this rule must be approved by the Commissioner of Education.

(5) District personnel are required to implement the accommodations in a manner that ensures the test responses are the independent work of the student. Personnel are prohibited from assisting a student in determining how the student will respond or directing or leading the student to a particular response. In no case shall the accommodations authorized herein be interpreted or construed as an authorization to provide a student with assistance in determining the answer to any test item.

(6) The test scores of students with disabilities, as defined in Section 228.041(18), Florida Statutes, will be included in the state's accountability system as determined by the Commissioner of Education.

(7) Procedures for exemption from the assessment required for graduation with a standard high school diploma due to extraordinary circumstances of a student with a disability, as defined in Section 228.041(18), Florida Statutes, are specified in Rule 6A-1.09431, FAC.

Specific Authority 229.57(3)(11), 232.246(8)(9) FS. Law Implemented 229.57(3)(11), 232.246(8)(9)

FS. History - New 9-12-78, Amended 3-4-84, Formerly 6A-1.943, Amended 6-12-90, 9-17-2001.

6A-6.05281 Educational Programs for Youth in Department of Juvenile Justice Detention, Commitment, Day Treatment, or Early Delinquency Intervention Programs.

School districts must provide instruction to prepare all students to demonstrate proficiency in the skills necessary for successful grade-to-grade progression and high school graduation. For students placed in Department of Juvenile Justice (DJJ) programs, collaboration between the DJJ, the Department of Education, school districts, and private providers is essential in order for these students to attain this goal and become productive members of the community.

(1) Student Eligibility.

(a) Students who do not attend a local public school due to their placement in a DJJ detention, commitment, day treatment, or early delinquency intervention program shall be provided high quality and effective educational programs by the local school district in which the DJJ facility is located or by a Juvenile Justice provider through a contract with the local school district.

(b) If any student in these DJJ facilities has filed an intent to terminate school enrollment, the local school district shall notify these students of the option of enrolling in a program to attain a general education diploma (GED).

(c) Exceptional Student Education. All students placed in a DJJ program, who meet the eligibility criteria for exceptional student education, shall be provided a free appropriate public education consistent with the requirements of Chapter 6A-6, FAC. Students with disabilities, as defined by Section 504 of the Rehabilitation Act, shall be provided the necessary aids and services.

(d) Limited English Proficient Students. All limited English proficient students placed in a DJJ program shall have equal access to entitled services, including assessment and appropriate instructional strategies consistent with the requirements of Chapter 6A-6, FAC.

(2) Student Records.

(a) Content. Each school district shall maintain educational records for students in DJJ programs as required by Section 232.23, Florida Statutes. The content of these records shall be as defined in Rules 6A-1.0955(2)-(5) and 6A-1.0014(2), FAC, Section 228.081(3)(c)1-5, Florida Statutes, and paragraph (5)(d) of this rule.

(b) Transfer of Educational Records. Each school district shall transfer records of students entering or exiting DJJ programs as provided in Rules 6A-1.0955(7)(b) and 6A-1.0014(2), FAC. Beginning with the 2000-2001 school year, each school district shall provide these students' educational records no later than five (5) school days after the receipt of the request. Each school district shall make available a copy of the student's transcript record, including pertinent exceptional student education information, to designated DJJ staff for inclusion in the DJJ file when the student exits the program. DJJ staff shall provide this information to the receiving school district.

(c) Protection of Privacy. The requirements of Section 228.093, Florida Statutes, and applicable rules of the State Board of Education apply to the Department of Juvenile Justice's maintenance and transfer of these records as described in paragraphs (2)(a) and (b) of this rule.

(3) Student Assessment.

(a) To ensure high quality and effective educational programs for youth in DJJ detention, commitment, day treatment, or early delinquency intervention programs, the school district shall provide for the review of the student's educational records and conduct assessments, consistent with the requirements of this subsection, in order to identify the students' functioning levels, provide appropriate educational programs, and report the learning gains of the student.

(b) All students in DJJ commitment, day treatment, or early delinquency intervention programs, who have not graduated from school, shall be assessed within seven (7) calendar days of the student's commitment. The entry assessments shall include :

1. Academic measures that provide proficiency levels in:

a. Reading,

b. Mathematics,

c. Writing.

2. Vocational interest and/or aptitude measures.

(c) For the students referenced in paragraph (3)(b) of this rule, exit assessments shall include, at a minimum, the academic measures.

(d) Students placed in a detention center and not transferring to a commitment program shall be assessed only upon entry for academic measures. Assessment information for students in detention centers, transferring to commitment programs, shall be sent directly to the commitment program with the transfer of the student.

(e) Entry and exit assessment measures shall be selected that are appropriate for the age, grade, and language proficiency, and program length of stay of the students and shall be non-discriminatory with respect to culture, disability, and socioeconomic status.

(f) All students in DJJ detention, commitment, day treatment, or early delinquency intervention programs shall also participate in the state and district-wide assessments required by Sections 229.57, 232.245, 232.246 and 232.247, Florida Statutes.

(g) The results of the academic measures, as required by paragraphs (3)(b) - (d) of this rule

shall be reported in the format prescribed by Rule 6A-1.0014, FAC, to the Department of Education via the Automated Student Data System. The format for the reporting of the results of the academic measures may include:

1. grade equivalent scores,

2. percentiles,

3. scaled scores.

(h) Beginning in the 2000-2001 school year, the Department of Education shall include the results of these assessments in applicable statewide and school reports.

(4) Individual Academic Plans.

(a) An individual plan for educational progress shall be developed within twenty-two (22) calendar days of student entry to DJJ detention programs and within fifteen (15) school days of entry to DJJ commitment, day treatment, or early delinquency intervention programs. This plan shall be based upon the student's entry assessments and past educational history and must address the areas of academic, literacy, and life skills. The plan shall include:

1. Specific and individualized long-term goals and short-term instructional academic and vocational/technical objectives;

2. Remedial strategies and/or tutorial instruction;

3. Evaluation procedures;

4. A schedule for determining progress toward meeting the goals and instructional and vocational/technical objectives.

(b) Academic improvement plans, required by Section 232.245, Florida Statutes, or individual educational plans (IEPs) developed for eligible exceptional students, 504 plans developed for eligible students with disabilities, or individual plans developed for limited English proficient students may incorporate the requirements of subsections (4) and (5) of this rule.

(5) Transition Services.

(a) For all students in DJJ commitment, day treatment, or early delinquency intervention programs, an individual transition plan based on the student's post-placement goals shall be developed cooperatively with the student, his/her parents, school district and/or contracted provider personnel and DJJ program staff. Re-entry counselors, probation officers, and personnel from the student's "home" school district shall be involved in the transition planning to the extent practicable.

(b) The transition plan must address, at a minimum:

1. Academic re-entry goals,

2. Career and employment goals,

3. The recommended educational placement for the student.

(c) Key personnel who must be involved in entry transition activities for students in juvenile justice programs shall include: appropriate personnel responsible for student assessment, a guidance counselor from the school district and/or program personnel who are responsible for providing guidance services under the supervision of the school district's guidance counselor, a registrar or a designee of the school district who has access to the district's MIS system, and instructional personnel.

(d) Exit portfolios shall be created for each student prior to exit from a commitment, day treatment, or early delinquency intervention program and provided to DJJ personnel for inclusion in the DJJ file. DJJ shall provide this information to the home school district. The exit portfolio shall include the records required by Section 228.081(3)(c)1-5, Florida Statutes, and include at a minimum:

1. Transition plan;

2. Results of district and state-wide assessments;

3. Individual academic plan, 504 plan, and/or individual educational plan for exceptional students;

4. Academic record or transcript; and

5. Work and/or project samples.

(6) Instructional Program and Academic Expectations.

(a) School Day and Year. The instructional program shall consist of 250 days of instruction, ten (10) of which may be used for teacher planning, distributed over twelve (12) months as required by Section 228.041(43), Florida Statutes. Each school district shall collaborate with private providers and the DJJ, as appropriate, to develop a school calendar for these programs to be adopted by the local school board.

(b) Requirements. The instructional program shall meet the requirements of Sections 232.245, 232.246, 232.247, 232.248, 233.061 and 230.23161, Florida Statutes, and include:

1. Curricular offerings, consistent with the Florida Course Code Directory and Instructional Personnel Assignments as adopted in Rule 6A-1.09441, FAC, that reflect the students' assessed educational needs and meet the students' needs as identified by the individual plan as required by paragraph (4)(a) of this rule. Students shall receive vocational/technical training, workplace

readiness training, or career awareness and exploration instruction while in the juvenile justice program.

2. GED preparation shall meet GED course requirements specified in Rules 6A-6.0571 and 6A-6.021, FAC., and adult education course descriptions and/or the school district's approved GED/HSCT Exit Option must meet the requirements specified by the Department of Education.

3. Tutorial activities that are based on the students' assessed academic needs. Such activities shall be designed to assist students in advancing to their age appropriate grade level or to assist students in meeting their goals for reentry into the public school system, alternative schools, adult education, vocational/technical education, employment, or post secondary education.

4. Instruction shall be individualized to address the academic and vocational/technical goals and objectives that are outlined in each student's individual academic plan.

5. Instruction shall be delivered through a variety of instructional techniques to address students' academic levels and learning styles.

(7) Qualifications and Procedures for Selection of Instructional Staff.

(a) The school district shall ensure that only qualified instructional staff members, consistent with the requirements of Rules 6A-1.0502 and 6A-1.0503, FAC, are employed to provide instruction to students in DJJ programs. Any use of non-certificated instructional staff must be approved by the school board.

(b) School districts shall recruit and train teachers who are interested, qualified, and experienced in educating students in DJJ programs as required by Section 230.23161(11), Florida Statutes. Teachers assigned to educational programs, operated by local school districts, in DJJ facilities shall be selected by the school district in consultation with the director of the DJJ facility, as required by Section 230.23161(11), Florida Statutes.

(c) The school district's substitute teacher pool shall also be available for these educational programs.

(8) Funding.

(a) To implement the Full-Time Equivalent (FTE) funding for students in DJJ programs based on direct instructional time:

1. Student attendance shall be taken once per class period or during each course reported for FTE purposes.

2. Time students spend participating in school activities such as field trips, performances, or receiving school-based services such as counseling may be counted as direct instructional time.

3. Certain interruptions to the education program, over which the teacher and student have no control, do not have to be deducted from the direct instructional time reported for FTE. These include:

a. fire drills;

b. lockdowns of the classroom or program for security purposes;

c. bomb scares;

d. court hearings; and

e. meetings students have with law enforcement personnel during school hours.

4. Direct instructional time shall not be counted for students who choose not to attend class or who are not present at school due to illness, or other non-school related activity other than those listed above.

(b) As required by Sections 228.081(2)(g) and 237.34(3)(a), Florida Statutes, at least eighty (80) percent of the FEFP funds generated by students in DJJ programs must be spent on instructional costs for these students and one-hundred (100) percent of the formula-based categorical funds generated by these students must be spent on appropriate categoricals such as instructional materials and public school technology for these students.

(c) Compliance with the expenditure requirement in Section 237.34(3)(a), Florida Statutes, for programs provided directly by local school boards shall be verified by the Department of Education through the review of the district's cost report as required by Section 237.34, Florida Statutes. If school districts enter into contracts with private providers for these educational programs, an accounting of the expenditures, as specified in paragraph (8)(b) of this rule shall be required by the local school board.

(9) Contracts with Private Providers.

(a) School districts may provide services directly or may enter into a contract with a private provider to provide educational services to these youth. Beginning in 2000-2001, such contracts with private providers shall address the responsibilities of the school district and the private provider for implementing the requirements of this rule. The private provider shall have, at a minimum:

1. Documented experience in providing high quality educational services or a detailed plan for providing high quality educational services that meets applicable state and federal requirements.

2. Sufficient financial stability and resources to hire an adequate number of certified or qualified instructional personnel.

(b) Prior to contracting with a private provider, the school district shall:

1. Review and consider the provider's past performance history, including the results of prior Quality Assurance Reviews.

2. Review the private provider's contract, if any, with DJJ for the care and custody of the youth in the commitment, detention, day treatment, or early delinquency intervention program to ensure that services and resources are coordinated and not duplicative.

(c) Contracts with private providers, as described above, shall be submitted to the Department of Education prior to the October FTE Reporting Survey for review to verify compliance with this rule.

(d) The provider(s) of workforce development programs in the district in which the DJJ facility is located shall be responsible for notifying the DJJ program of the requirements for enrollment and completion of these programs. The inclusion of DJJ students in the school district's workforce development program may be included in the contract referenced above and the cooperative agreement required by Section 230.23161 (14), Florida Statutes.

(10) Interventions and Sanctions.

(a) If the educational program in a DJJ detention, commitment, day treatment, or early delinquency intervention program has received an unsatisfactory rating on the educational component of the Quality Assurance Review, does not meet the minimum standards for a designated priority indicator of the Educational Quality Assurance Review, or has demonstrated noncompliance with state and federal requirements, the Department of Education shall initiate a series of interventions and graduated sanctions. Sanctions shall be initiated against programs that have not taken appropriate corrective actions within six months.

(b) Interventions shall include:

1. The provision of technical assistance to the program.

2. The development of a corrective action plan with verification of the implementation of the corrective actions within ninety (90) days.

3. A follow-up review of the educational program.

(c) Sanctions shall include:

1. Public release of the unsatisfactory findings, the interventions, and/or corrective actions proposed.

2. Assignment of a monitor, master, or management team to address identified deficiencies paid for by the local school board or private provider if included in the contract.

3. Reduction in payment or withholding of state and/or federal funds.

(d) If the sanctions proposed in paragraph (10)(c) of this rule are determined by the Department of Education and DJJ to be ineffective in correcting the deficiencies in the educational program and improving the quality of the program, the State Board of Education shall have the authority to require further actions, which shall include:

1. Requiring the school board to revoke the current contract with the private provider, if applicable;

2. Requiring the school board to contract with the private provider currently under contract with DJJ for the facility; or

3. Requiring the school board to transfer the responsibility and funding for the educational program to another school district.

(e) Each school district is responsible for ensuring that appropriate educational services are provided to students in the district's juvenile justice programs, regardless of whether the services are provided directly by the school district or through a contract with a private provider.

(11) Coordination. The cooperative agreement between the local school district and DJJ, required by Section 230.23161 (14), Florida Statutes, shall be submitted to the Department of Education prior to the October, FTE Reporting Survey. The timelines and responsibilities, as required by Section 235.1975, Florida Statutes, for the notification by DJJ to the local school board of the siting of new facilities and the awarding of a contract for the construction or operation of such a facility shall be included in the agreement.

Specific Authority 228.051(2) FS. Law Implemented 228.051, 230.23161 FS.

History – New 4-16-2000.

Appendix B

Memorandum #2001-61
Educational Services for Students
in Department of Juvenile Justice Facilities—Student Progress

2001-2002 Department of Juvenile Justice Student Entry Assessment

EPARTMENT OF EDUCATION

CHARLIE CRIST
COMMISSIONER

SHAN GOFF, CHIEF
BUREAU OF INSTRUCTIONAL SUPPORT AND
COMMUNITY SERVICES

June 11, 2001

MEMORANDUM #2001-61

TO: **Dropout Prevention Coordinators**
District MIS Directors

FROM: Shan Goff

SUBJECT: Educational Services for Students in Department of Juvenile Justice Facilities – Student Progress

Ensuring high quality and effective educational programs for youth in Department of Juvenile Justice (DJJ) detention, commitment, day treatment, or early delinquency intervention programs continues to be a high priority for the Department and this Bureau. Mechanisms to determine the quality of these educational programs include the school district's review of students' educational records and conducting of assessments to identify students' functioning levels in order to provide appropriate educational programs. Please recall that Rule 6A-6.05281(3)(g), FAC, requires school districts to report the results of the academic measures to the Department of Education (DOE) via the Automated Student Data System. Therefore, effective July 1, 2001, entry and exit assessment information for all students entering and exiting DJJ commitment, day treatment, or early delinquency intervention programs is to be entered into the student's automated student record for submission to the DOE at the end of each school year.

The reporting formats contain assessment data elements in the areas of math, writing, and reading and must include the test name, test level, kind of score reported, test score, and date administered. To accommodate the variety of instruments currently used to provide pre-and post-testing of academic levels of students served in the juvenile justice system, a large number of tests are being accepted during the 2001-2002 school year. Copies of the Entry and Exit Assessment formats, including a list of tests and acceptable subtests, are attached.

Tests addressing academic areas other than reading, writing, and math will not be required for submission to DOE. In an attempt to ensure the use of appropriate measures for this population, a refined list of instruments will be developed for the 2002-2003 school year based on input from district staff and collaboration with Juvenile Justice Educational Enhancement Program (JJEEP) personnel.

As indicated in the 2001 Quality Assurance Standards, JJEEP will begin monitoring programs and school districts to ensure compliance with this requirement after July 1, 2001. (See Quality Assurance Indicator E3.07 Pre- and Post-Student Outcomes.)

We look forward to working with you and your staff as we continue our progress toward developing effective educational programs in juvenile justice programs. If you have questions regarding program issues, contact Mary Jo Butler at (850) 488-6726, Suncom 278-6726, or e-mail butlerm@mail.doe.state.fl.us. For questions about assessment instruments, contact Pat Howard at (850) 922-0045, Suncom 292-0045, or e-mail phoward@tempest.coedu.usf.edu. For questions about data reporting, contact Marie Lacap at (850) 488-1379, Suncom 278-1379, or e-mail lacapm@mail.doe.state.fl.us.

Attachments

cc: District Superintendents
Directors of Student Services

Florida Department of Education
Education Information and Accountability
Education Data Systems

Comprehensive Management Information System
Automated Student Reporting Format

2001-2002 Department of Juvenile Justice Student Exit Assessment

1. Submit this record during reporting period 5 for all students who exited a Department of Juvenile Justice (DJJ) commitment, day treatment, or early delinquency intervention program during the school year and who have not graduated from school. More than one record should be submitted if a student exits more than one DJJ school during the year. If two exit assessments are given in the same subject area at the same school in one school year, only the most recent assessment should be submitted.

2. Report exit test information for each of three subject areas (reading, mathematics, and writing).

3. SCHOOL NUMBER, WHERE TESTED: Enter the DJJ school number the student attended at the time of the assessment.

4. TEST USE: Use code O (On Level) if the test level is the same as the student's grade placement level and use code F (Functional) if the test level is below the student's grade placement level.

5. KEY FIELDS: The key fields for this format are item numbers 1 through 5.

				Test Subject Content											
Test Name	Code	Test Form	Test Level	Reading Comprehension (11)	Vocabulary (12)	Word Attack/ Word Recognition (3L)	Reading Total (10)	Math Computation (21)	Math Problem Solving/ Applications (22)	Math Total (20)	Written Expression (36)	Capitalization & Punctuation/ Mechanics (34)	Language (Writing) Total (30)	On Level or Functional	Test Score Type
Adult Basic Learning Examination (ABLE)	ABL	E, F	1, 2, 3	Reading Comprehension (11)	Vocabulary (12)	N/A	N/A	N/A	N/A	Total Math (20)	N/A	N/A	N/A	O or F	NP
Basic Adademic Skills Individual Screener (BASIS)	BAS	N/A	N/A	N/A	N/A	N/A	Total Reading (10)	N/A	N/A	Total Math (20)	N/A	N/A	Writing Exercise (30)	O	SS
Bateria Woodcock-Munoz-Revisada	BWM	N/A	N/A	N/A	N/A	N/A	Broad Reading (10)	N/A	N/A	Broad Math (20)	N/A	N/A	Written Language (30)	O	SS
Curriculum-Based Measurement (CBM) Pilot	CBM	N/A	1, 2, 3, 4, 5, 6	N/A	N/A	N/A	Reading Fluency (10)	Math Fluency (21)	N/A	N/A	Total Words Written (36)	Mechanics of Writing (34)	N/A	O or F	RS
Brigance: Comprehensive Inventory of Basic Skills-Revised (CIBS-R)	CIB	S, 1, 2, 3, 4, 5, 6, A	N/A	Reading Comprehension Composite (11)	N/A	Basic Reading Composite (3L)	N/A	N/A	N/A	Math Composite (20)	N/A	N/A	Written Expression Composite (30)	O	NP
Comprehensive Test of Basic Skills (CTBS)	CTB	A, B	K, 10, 11, 12, 13, 14, 15, 16, 17=17/18, 19=19/20, 21=21/22	N/A	N/A	N/A	Total Reading (10)	N/A	N/A	Computation, Concepts & Application (20)	Language Mechanics and Language Expression (36)	N/A	N/A	O or F	SS
Diagnostic Achievement Battery - 2 (DAB-2)	DAB	N/A	N/A	N/A	N/A	N/A	Reading (10)	N/A	N/A	Mathematics (20)	N/A	N/A	Written Language (30)	O	SS
Diagnostic Achievement Test for Adolescents, Second Edition	DAA	N/A	N/A	N/A	N/A	N/A	Reading (10)	N/A	N/A	Mathematics (20)	N/A	N/A	Written Language (30)	O	SS
Gates-MacGinitie Reading Test	GRT	K, L	PR, BR, 1, 3, 4, 5, 6, 7=7/9, 10=10/12	N/A	N/A	N/A	Total Score (10)	N/A	N/A	N/A	N/A	N/A	N/A	O or F	NC

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Gray Oral Reading Test (GORT- 3)	GOR	A, B	N/A	N/A	N/A	N/A	Oral Reading Quotient (10)	N/A	N/A	N/A	N/A	N/A	N/A	O	SS
Hammill Multiability Achievement Test	HMA	A, B	N/A	N/A	N/A	N/A	Reading (10)	N/A	N/A	Mathematics (20)	N/A	N/A	Writing (30)	O	SS
Kaufman Test of Educational Achievement (KTEA)	KEA	B = Brief C = Comprehensive	N/A	N/A	N/A	N/A	Reading (10)	N/A	N/A	Mathematics (20)	N/A	N/A	N/A	O	SS
KeyMath Revised	KMR	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Total Test (20)	N/A	N/A	N/A	O	SS
Mather-Woodcock Group Writing Tests	GWT	B=Basic, I=Intermediate, A=Advanced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Total Writing (30)	O or F	SS
Metropolitan Achievement Test (MAT)	MTS	N/A	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	N/A	N/A	N/A	Reading Total (10)	N/A	N/A	Math Total (20)	N/A	N/A	N/A	O or F	SS
Mini-Battery of Achievement	MBA	N/A	N/A	N/A	N/A	N/A	Reading (10)	N/A	N/A	Mathematics (20)	N/A	N/A	Writing (30)	O	SS
New Century Education	NCE	N/A	N/A	N/A	N/A	N/A	Reading (Language Arts) Total (10)	N/A	N/A	Total Math (20)	N/A	N/A	N/A	O	GE
Oral and Written Language Scales (OWLS)	OWL	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Written Expression Scale (30)	O	SS
Peabody Individual Achievement Test-Revised (PIAT-R)	PIA	N/A	N/A	N/A	N/A	N/A	Total Reading (10)	N/A	N/A	Mathematics(20)	N/A	N/A	Written Language Composite (30)	O	SS
Scholastic Reading Inventory (SRI)	SRI	A = Pretest B = Posttest	N/A	Reading Comprehension (11)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	O	NC
Slosson Oral Reading Test-Revised (SORT-R)	SOR	N/A	N/A	N/A	N/A	Word Recognition (3L)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	O	SS
STAR	SAR	N/A	N/A	N/A	N/A	N/A	Total Reading (10)	N/A	N/A	Total Math (20)	N/A	N/A	N/A	O	NC
Test of Adult Basic Education (TABE)	TAB	S=Survey C=Comprehensive Battery	L, E, M, D, A	N/A	N/A	N/A	Total Reading (10)	N/A	N/A	Total Math (20)	N/A	N/A	Total Language (30)	O	SS

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Test of Mathematical Abilities, 2nd Edition (TOMA-2)	TEM	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Math Quotient (20)	N/A	N/A	N/A	0	SS (=Quotient)
Test of Reading Comprehension, 3rd Edition (TORC-3)	TOR	N/A	N/A	N/A	N/A	N/A	General Reading Comprehension (10)	N/A	N/A	N/A	N/A	N/A	N/A	0	SS (=Quotient)
Test of Written Expression (TOWE)	TWE	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Essay (36)	Items (34)	N/A	0	SS
Test of Written Language-3 (TOWL-3)	TWL	A, B	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Overall Writing (30)	0	SS
Wechsler Individual Achievement Test (WIAT)	WIA	N/A	N/A	Reading Comprehension (11)	N/A	Basic Reading (3L)	N/A	Numerical Operations (21)	Mathematics Reasoning (22)	N/A	Written Expression (36)	N/A	N/A	0	SS
Wide Range Achievement Test-3 (WRAT-3)	RAT	B = Blue T = Tan	N/A	N/A	N/A	N/A	Reading (10)	N/A	N/A	Arithmetic (20)	N/A	N/A	N/A	0	SS
Woodcock Diagnostic Reading Battery	WDR	N/A	N/A	N/A	N/A	Total Reading (3L)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	SS
Woodcock Johnson Tests of Achievement-Revised or 3rd Edition (WJ-R or WJ-3)	WJA	A, B	N/A	Reading Comprehension (11)	N/A	Basic Reading Skills (3L)	Broad Reading (10)	N/A	N/A	Broad Math (20)	N/A	N/A	Broad Written Language (30)	0	SS
Woodcock Reading Mastery Test-Revised	WRM	G, H	N/A	Passage Comprehension (11)	N/A	Word Identification/ Word Attack (3L)	Total-Full Scale (10)	N/A	N/A	N/A	N/A	N/A	N/A	0	SS
Not Applicable	ZZZ	Z	ZZ	ZZ	ZZ	ZZ	ZZ	ZZ	ZZ	ZZ	ZZ	ZZ	ZZ	Z	ZZ

Note: One character levels are followed by a blank

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FIELD CHARACTERISTICS:	TAPE CHARACTERISTICS:	
A = Alphabetic only A/N = Alphanumeric N = Numeric only Z = Zoned Numeric P = Packed decimal R = Right justified leading zeros L = Left justified	9 Track (odd Parity) 1600 or 6250 BPI, EBCDIC Label Information__ _____ Record size _____ Block size _____	Date: July 2001 Effective Date: July 2001 Format No.: 7220 Record Type: 1 of 1 Activity No.: DB9 54B

Item Number	From-To	Size	Field Char.	Field Description
1	**1-2**	**2**	**N/R**	**District Number, Current Enrollment**
				The two digit number for the current school district or other agency in which the student is officially enrolled for graduation. See DOE Information Data Base Requirements: Volume I – Automated Student Information System, Appendix C, for acceptable codes.
2	**3-6**	**4**	**A/N/R**	**School Number, Where Tested**
				The state assigned four digit school number in which the student was enrolled at the time of testing. Number — Definition 0001-9899 — District school sites assigned a unique number in the state Master School ID File.
3	**7-16**	**10**	**A/N**	**Student Number Identifier, Florida**
				A ten-character code used to uniquely identify a student. The number must be maintained for all PK-12 (CONTINUED ON NEXT PAGE)

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Item Number	From-To	Size	Field Char.	Field Description
				students, adult general education students, and postsecondary vocational students. If the student has a social security number, the Florida Student Number Identifier equals the social security number followed by an "X". nnnnnnnnnX Example: 123456789X If a student does not have a social security number, the school district should assign a number using the common method statewide. First 2 Digits For any student entering a Florida school district for the first time who does not have a social security number, the first two digits will represent the district of initial entry into the Florida school system. Last 8 Digits NNNNNNNN The last eight digits are district-defined in such a way as to result in a unique student number within the district where the number is originally assigned. See data element number 175625 of the DOE Information Data Base Requirements: Volume I – Automated Student Information System for more information.
4	**17-20**	**4**	**N**	**School Year**
				The school year for which courses, grades and credits are recorded in the student's permanent (CONTINUED ON NEXT PAGE)

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Item Number	From-To	Size	Field Chart	Field Description
				Record or the school year for which data are reported. School year is: YYYY Example:8788
5	**21-21**	**1**	**N**	**Survey Period Code – Always '5'**
6	**22-22**	**1**	**A**	**Transaction Code**
				A code indicating the appropriate action to be taken with respect to the district's database reporting record. Code Definition A Add Record C Update Record (Change) D Delete Record
EXIT ASSESSMENT - READING				
7	**23-30**	**8**	**A/N**	**Test Date**
				The month, day, and year in which the student was tested for each test administration during the school year. This data element will be used for pretest and posttest dates for the Compensatory Project Evaluation, spring testing for norm-referenced tests, and for English language proficiency assessment. **MMDDYYYY** Example: 09181984 Test taken on September 18, 1984 Example 00000000 Test not taken
8	**31-33**	**3**	**A/N**	**Test Name**
				A three-character code representing the name of a test given to an individual student. See DOE Information Data Base Requirements: Volume I – Automated Student Information System. Appendix I: Test Name Table.

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Item Number	From-To	Size	Field Chart	Field Description
9	**34-35**	**2**	**A/N**	**Test Subject Content**
				A code for each subject area of the test. See DOE Information Data Base Requirements: Volume I – Automated Student Information System, Appendix L, for acceptable codes.
10	**36-36**	**1**	**A/N**	**Test Form**
				A one-character code indicating the specific form of the test which was administered.
11	**37-38**	**2**	**A/N**	**Test Level**
				A code provided by the test vendor indicating the difficulty level of the test corresponding to the grade level of the student.
12	**39-39**	**1**	**A/N**	**Test Use**
				A code indicating use of the test for on level or functional testing. CODE – DEFINITION O – On Level F – Functional
13	**40-41**	**2**	**A/N**	**Test Score Type**
				A code used to indicate the kind of score being submitted. Code – Definition RS – Raw Score SS – Scale Score (Expanded Standard Score) NP – National Percentile NC – Normal Curve Equivalent GE – Grade Equivalent ZZ – Not Applicable
14	**42-45**	**4**	**N/R**	**Test Score**
				A number used to record the score achieved on a specific test.

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Item Number	From-To	Size	Field Chart	Field Description
EXIT ASSESSMENT - MATHEMATICS				
15	**46-53**	**8**	**A/N**	**Test Date**
				The month, day, and year in which the student was tested for each test administration during the school year. This data element will be used for pretest and posttest dates for the Compensatory Project Evaluation, spring testing for norm-referenced tests, and for English language proficiency assessment. **MMDDYYYY** Example: 09181984 Test taken on September 18, 1984 Example: 00000000 Test not taken
16	**54-56**	**3**	**A/N**	**Test Name**
				A three-character code representing the name of a test given to an individual student. See DOE Information Data Base Requirements: Volume I – Automated Student Information System Appendix I: Test Name Table.
17	**57-58**	**2**	**A/N**	**Test Subject Content**
				A code for each subject area of the test. See DOE Information Data Base Requirements: Volume I – Automated Student Information System, Appendix L, for acceptable codes.
18	**59-59**	**1**	**A/N**	**Test Form**
				A one-character code indicating the specific form of the test which was administered.
19	**60-61**	**2**	**A/N**	**Test Level**
				A code provided by the test vendor indicating the difficulty level of the test corresponding to the grade level of the student.

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Item Number	From-To	Size	Field Char.	Field Description
20	**62-62**	**1**	**A/N**	**Test Use**
				A code indicating use of the test for on level or functional testing. CODE — DEFINITION O — On Level F — Functional
21	**63-64**	**2**	**A/N**	**Test Score Type**
				A code used to indicate the kind of score being submitted. Code — Definition RS — Raw Score SS — Scale Score (Expanded Standard Score) NP — National Percentile GE — Grade Equivalent ZZ — Not Applicable
22	**65-68**	**4**	**N/R**	**Test Score**
				A number used to record the score achieved on a specific test.
EXIT ASSESSMENT - WRITING				
23	**69-76**	**8**	**A/N**	**Test Date**
				The month, day, and year in which the student was tested for each test administration during the school year. This data element will be used for pretest and posttest dates for the Compensatory Project Evaluation, spring testing for norm-referenced tests, and for English language proficiency assessment **MMDDYYYY** Example: 09181984 Test taken on September 18, 1984 Example: 00000000 Test not taken

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Item Number	From-To	Size	Field Char.	Field Description
24	**77-79**	**3**	**A/N**	**Test Name**
				A three-character code representing the name of a test given to an individual student. See DOE Information Data Base Requirements: Volume – Automated Student Information System, Appendix I: Test Name Table.
25	**80-81**	**2**	**A/N**	**Test Subject Content**
				A code for each subject area of the test. See DOE Information Data Base Requirements: Volume I – Automated Student Information System, Appendix L, for acceptable codes.
26	**82-82**	**1**	**A/N**	**Test Form**
				A one-character code indicating the specific form of the test which was administered.
27	**83-84**	**2**	**A/N**	**Test Level**
				A code provided by the test vendor indicating the difficulty level of the test corresponding to the grade level of the student.
28	**85-85**	**1**	**A/N**	**Test Use**
				A code indicating use of the test for on level or functional testing. Code – Definition O – On Level F – Functional
29	**86-87**	**2**	**A/N**	**Test Score Type**
				A code used to indicate the kind of score being submitted. Code – Definition RS – Raw Score SS – Scale Score (Expanded Standard Score) (CONTINUED ON NEXT PAGE)

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Item Number	From-To	Size	Field Char.	Field Description
				NP National Percentile GE Grade Equivalent ZZ Not Applicable
30	**88-91**	**4**	**N/R**	**Test Score**
				A number used to record the score achieved on a specific test.
31	**92-160**	**69**	**A/N**	**Filler**

Appendix B
Glossary of Test Score Terms

Raw Score (RS)
A raw score is the number of questions answered correctly. By itself, an RS has little meaning. However, it is most useful when converted into derived scores or norm-referenced scores such as percentile ranks or scaled scores. The derived scores are developed from raw scores obtained during the standardization testing by a representative group of students to establish the test norms.

Percentile Rank (PR)
A PR is a derived score indicating where a raw score fits within a range of scores. It describes the relative standing of a particular student in a particular grade within the set of scores obtained during the standardization testing by students in the same grade or same age group. PRs range from a high of 99 to a low of 1. The PR for a particular raw score tells the percentage of students in that same grade whose raw scores were equal to or lower. PRs do not represent equal units of achievement the way that miles represent equal units of distance. The difference between one PR and the next that is near 50, the average, is smaller than a difference of units that are near 10 or 90. Therefore using PRs to make comparisons is likely to be misleading, and because PR units are not equal, they should not be averaged.

Normal Curve Equivalent (NCE)
NCEs are based on PRs and describe a student's level of achievement in terms of relative standing within a group of students at the same grade level or age. They are PRs that have been transformed statistically into a scale of equal units of achievement. The NCE scale is designed so that NCEs of 1, 50, and 99 coincide with percentile ranks of 1, 50, and 99. They are suitable for computing averages and for making comparisons between scores.

Standard Score (SS)
Standard scores are raw scores that have been transformed to have a given mean and standard deviation. They express how far an examinee's score lies from the mean of the distribution in terms of the standard deviation. SSs represent approximately equal units on a continuous scale within a given range of scores. For example, one test may have a mean of 100 with a standard deviation of 15; another test may have a mean of 300 with a standard deviation of 100.

Grade Equivalent (GE)
Grade equivalents (GEs) are scores representing the average performance of students tested in a given month of the school year. They can best be used to interpret the performance of groups of students rather than the performance of individual students. The whole number in a GE represents the grade; the decimal fraction represents a month in the school year (or roughly a tenth of the school year). GEs are frequently misinterpreted. For example, if a third grader obtains a GE of 6.9 on a mathematics test designed for third graders, this does not mean that the student has mastered sixth-grade mathematics nor that the student's skills are necessarily the same as most sixth graders. It simply means that this score is about the same as the typical sixth grader would have had if they had taken the third-grade test at the end of the school year. Like PRs, GEs do not represent equal units of achievement. The difference between grade equivalents of 10.0 and 10.5 does not reflect the same difference in ability as the difference between 6.0 and 6.5. Finally grade equivalents assume that growth is constant throughout the school year; this assumption may not be warranted.

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